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ABSTRACT

The third in a series of volumes designed to foster understanding of handicapped students is intended for junior and senior high school teachers. Lesson plans, discussion guides, and fact sheets are presented on the rights of the disabled, in separate sections tailored for high school and junior high levels. The high school section includes a review of the definitions and conceptualizations of the handicapped, employment rights, accessibility, and the rights of the mentally retarded. The section designed for junior high instruction touches on such topics as constitutional and legislative guarantees, and accessibility surveys. Resources and references are listed throughout. (CL)

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A CURRICULUM TO FOSTER UNDERSTANDING OF PEOPLE WITH DISABILITIES

THE HANDICAPPED IN SOCIETY

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office for Education of Children
with Handicapping Conditions
Albany, New York 12234

April 1981

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The field test version of this curriculum was also reviewed by 11 young adults with disabilities. We wish to thank them for their assistance.

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Introduction*

This guide is designed to help teachers of social studies at the junior and senior high school levels teach about the important changes which have taken place in American society in relation to handicapped persons. Until the 1970s the handicapped were excluded and ignored. We largely banished them from our schools and communities, public facilities and private enterprises. We banished them from our minds and feelings. This situation has changed drastically, and the story of that change is an important part of the recent history of our country. It needs to be communicated to the students we are educating today.

The story of our growing recognition of the human and civil rights of people with disabilities needs to be told for another reason as well. Today children and youths with various types of disabilities increasingly sit in the same classrooms with nondisabled children. No longer are students who are blind, or deaf, or orthopedically impaired automatically shunted to special classes or schools. For these students, and for their nondisabled classmates, it is particularly important that we communicate the changing perceptions and conceptions about the disabled.

The enclosed lesson plans include discussion guides in which questions and statements are provided for teachers. Teachers may choose to use them verbatim or only refer to them for guidance. They are meant to be suggestive and helpful, but not in any way limiting.

*The use of this guide is to be preceded by the teacher orientation activities detailed in the Staff Orientation Manual.

THE RIGHTS OF THE DISABLED

High School Level

This mini-unit may be used as an expansion of the study of the growing consciousness of minority rights in the post World War II era. If the 1960s were the height of the civil rights movement for blacks, the 1970s could be called the decade of the handicapped. Spearheaded by a small group of disabled activists, parents of disabled children, and professionals working with the disabled, this civil rights movement accomplished monumental changes in public policy.

Undoubtedly the most important single piece of legislation passed for the handicapped was the Rehabilitation Act of 1973. Section 504 of this law represents the first civil rights law protecting the rights of handicapped persons and reflects a national commitment to end discrimination on the basis of handicap, and to bring handicapped persons into the mainstream of American life. The language of Section 504 is almost identical to the nondiscrimination provisions of Title VI of the Civil Rights Act of 1964.

The implications of the Rehabilitation Act are enormous. The law specifically covers employment practices; program accessibility; education from preschool through college; health, education and social services. In 1977 HEW issued the final regulations for Section 504. Implementation and enforcement of the law began immediately thereafter.

Another federal law was passed in the 1970s which had far-reaching effects upon handicapped children, their non-disabled peers, and all educational personnel. P. L. 94-142, the Education for All Handicapped Children Act of 1975, mandated major changes in the way schools treat handicapped children. It stipulated that all handicapped children be provided a free appropriate public education in the least restrictive environment. As a result of this law handicapped children have become much more visible in the public schools; and increasingly children with disabilities are spending part or all of the school day in the mainstream along with non-disabled pupils.

In addition to changes in public policy, the 1970s gave witness to changes in the consciousness of disabled adults. No longer did they accept the stereotypes of helplessness, dependence and pitifulness with which society perceived them. They came to see a different image for themselves, one of independence, participation and competence.

"Normalization" was a major concept of the 1970s as was "deinstitutionalization." What these two concepts refer to is the integration of persons with handicaps into the mainstream of life to as great a degree as is appropriate. The 1970s marked the end of large scale institutionalization of mentally retarded, mentally ill and multiply handicapped children and adults. It marked the beginning of a shifting of resources into local communities. It marked also the beginning of significant attempts at creating better understanding and receptivity toward the handicapped on the part of the majority population, an effort which must gain additional momentum in the 1980s if it is to be successful.

Resources for the Teacher

A copy of the regulations for Section 504 of the Rehabilitation Act may be requested from your Senator or Congressman. Ask for:

> Nondiscrimination on Basis of Handicap. (Dept. of HEW) Federal Register, May 4, 1977, Part IV, Vol 42, #86.

Gliedman, J. "The Wheelchair Rebellion." Psychology Today, August 1979, 59-60, 63-64, 99-100.

Kleinfield, S. "Declaring Independence in Berkeley." Psychology Today, August 1979, 67-68, 71-72, 75-78, 78.

Books and pamphlets on various aspects of the rights of disabled persons listed in the supplementary activities for students at the end of each lesson.

Lesson I

Theme: Definitions and conceptualizations of the handicapped.

Objectives:

- Students will be able to define the term "handicapped individual" and name at least five conditions covered by this term.
- Students will be able to identify four historic conceptualizations of the handicapped and describe how they interfered with recognition of the rights of the disabled.

Introducing the Lesson

Prior to beginning this lesson make transparencies of Fact Sheets #1.1 and #1.2. Make copies of Fact Sheet #1.3 to distribute to students.

Make a statement such as the following: "In 1973 a federal law called The Rehabilitation Act was passed. I am going to read a section of that law. As I am reading it, think about the objective of this law and why it might have been created." Then read the following passage (Section 504):

> No otherwise qualified handicapped individual... shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Ask the students what they think the objective of this law is (the protection of the civil rights of handicapped persons), and why such a law might have been passed by Congress (because Congress had been convinced that the civil rights of handicapped persons were being violated). Close with a statement such as: "In many ways the civil rights of persons with disabilities went unrecognized prior to the implementation of this law. We are going to look at how and why their rights were violated; how the law attempted to correct this situation; how the lives of persons with disabilities have changed during the past decade; and how all of these changes affect everyone in our society."

Discussion Guide

Teacher Statements and Questions	Notes to the Teacher
1. Before we can analyze the rights of the handicapped, we need to know what we mean by handicapped persons or persons with disabilities. What do you think is meant (who do you think is referred to) by the term "handicapped" or "disabled."	Elicit examples of types of conditions covered. Have one student record the responses on the chalkboard.
2. We are now going to compare your responses with the definition used in the Rehabilitation Act of 1973.	Show a transparency of Fact Sheet #1.1 or distribute copies of it to the students. Have a student read the definition out loud.
3. Which of the conditions that were listed on the chalkboard fit the definition in the law? (Which don't?)	Have students check the examples on the board which fit the definition, and cross out those which don't.
4. Which conditions did you leave out?	Have students identify the types of conditions from Fact Sheet #1.1 which they did not give.
5. The definition of "handicapped" or "disabled" is not an absolute. It may vary somewhat from law to law and at different time periods. What is important is that people with disabilities have often been denied their rights because of the way they were perceived by others. The purpose of defining "handicapped individual" or spelling out handicapping conditions is to make sure that people's rights are not violated because they have disabilities.	

Historic Conceptualizations of the Handicapped

Discussion Guide

Teacher Statements and Questions	Notes to the Teacher
1. The way groups of people are treated reflects the way they are thought of by others. Until recently, persons with disabilities were thought of in various ways which interfered with their recognition as persons with civil rights. What were some of these conceptualizations or stereotypes of the handicapped?	You may choose to list the students' responses on the chalkboard.
2. Now we are going to examine these misconceptualizations as analyzed by someone named Wolfensberger who showed how these stereotypes interfered with the rights of the disabled.	Show a transparency of Fact Sheet #1.2 or distribute copies of it to the students. Continue the discussion as indicated.
3. What is meant by #1, "subhuman organism"? How do we know that some persons with disabilities were thought of as not fully human? Which people with disabilities were thought of in this way?	The severely retarded were often perceived and referred to as animals or vegetables. The seriously mentally ill were also thought of as subhuman. It was because of this conceptualization of the retarded and mentally ill that society tolerated them being kept in institutions which were totally unfit for human habitation.
4. Let's look at numbers 2, 3 and 4 which are all related. What is meant by them? What do they have in common? What's wrong or harmful about these conceptualizations?	"Object of pity" may be a conceptualization accompanied by compassion or a sense of duty. The handicapped individual is usually perceived as suffering and unhappy. "Holy innocent" is a religous role interpretation, sometimes ascribing saintliness to the disabled. "Eternal child" is a conceptualization which protects the handicapped individual from failure by not holding him to any developmental demands.

What these three conceptualizations have in common is lack of recognition of the handicapped individual as a fully human being, with the full range of human desires and needs, and with capacities that can be developed.

What's wrong with them is that it's hard to convince someone that you can fulfill a responsible job if they look at you as an object of pity. It's hard to fulfill your need for adult love relationships if you're looked at as saintly. It's hard to prove you can handle marriage if people think of you as an eternal child.

5. What is meant by #5, "object of ridicule"?

In medieval times retarded and physically impaired persons were used as fools or jesters to entertain the noblemen. Other forms of ridicule include mockery of the speech of persons with speech impairments, the slowness of understanding of mentally retarded persons, and the movements of persons with physical impairments.

6. What is meant by #6, "diseased organism"?

The disabled are very often thought of as sick, as patients. One off-shoot of this conceptualization is that the disability may be catching, an idea which is sometimes expressed by children and thought of by adults who keep their distance as if they wanted to avoid catching a disease.

7. What is meant by #7, "menace"? How is it harmful?

The mentally retarded and mentally ill are most often thought of in this way. This conceptualization is reflected in the strong opposition to the establishment of group homes for the retarded.

(Only a tiny fraction of mentally retarded persons are dangerous to anyone other than themselves. Many harmless retarded persons are in institutions today because they were and are mistakenly viewed as menaces.)

Concluding Statement

"We have examined how handicapped persons were viewed in the past and how these stereotypes interfered with their rights. During the next class session we will begin to examine some of the dramatic changes that have taken place during the last decade in the way persons with disabilities and their rights are viewed."

Homework Assignment

Distribute Fact Sheet #1.3. Tell the students that it will introduce them to the current way of thinking about the rights of people with disabilities. Ask them to read it before the next class session and write a one page summary of it.

Supplementary Activities

Readings

The books and articles listed below are designed to increase general understanding of persons with disabilities. However, they all include material on rights of the disabled from a current point of view. Since these references were written for adults, they are most appropriate for students reading at grade level or higher.

Bowe, F. Handicapping America. New York: Harper and Row, 1978.

Cohen, S. Special People. Englewood Cliffs, NJ: Prentic Hall, 1977. (paper)

Kleinfield, S. The Hidden Minority: America's Handicapped. Waltham, MA: Atlantic/Little, Brown, 1979.

Kleinfield, S. "The Wheelchair Rebellion," Psychology Today, August 1979, 59-60, 63-64, 99-100.

Fact Sheet #1.1

Definition of "Handicapped Individual"*

> Any person who has a physical or mental impairment which substantially limits one or more of such person's major life activities.

Major life activities refer to breathing, seeing, hearing, speaking, walking, self-care, learning and working.

Handicapping conditions may include:

- .Deafness or hearing impairment
- .Blindness or visual impairment
- .Mental or emotional illness
- .Mental retardation
- .Specific learning disabilities
- .Orthopedic impairments such as cerebral palsy
- .Speech impairment
- .Other health impairments such as heart conditions and epilepsy
- .Drug addiction**
- .Alcoholism**

*Based on the Rehabilitation Act of 1973.
**Only if they limit one or more of life's major activities.

Fact Sheet #1.2

Historic Conceptualizations of the Handicapped*

1. subhuman organism
2. object of pity
3. holy innocent
4. eternal child
5. object of ridicule
6. diseased organism
7. menace

*Taken from W. Wolfensberger. Normalization. Toronto: National Institute on Mental Retardation, 1972.

Fact Sheet #1.3

Excerpts from Handicapping America: Barriers to Disabled People

Frank Bowe* (vii - xiii)

"America handicaps disabled people. And because that is true, we are handicapping America itself....

"Almost 36 million Americans have physical, mental, and emotional disabilities. One out of six--one of the largest minorities in America today. We must come to see that these people we call "disabled" are also people with abilities, individuals who have important contributions to make in our society, but who face obstacles all of us have wittingly and unwittingly set in their paths.

"We must see that each of us--salespeople, merchants, bankers, architects, writers, lawyers, doctors, policemen, administrators, social workers, nurses, students, teachers, therapists, advertisers, disabled people themselves and their employers, co-workers, families, friends, and neighbors--has played and plays a role, however small, in creating these obstacles, and that each of us can contribute to their removal. The slow and continuing accretion of barriers can be halted, and then the process can be reversed. All of us daily build today's America and all of us can help to build a new America.

"We need to see what costs we incur because of these barriers: the economic costs, which run into the billions annually, and more important, the staggering human and moral costs of depriving people of an opportunity to earn a living and live a life....

Specified excerpt from the "Foreword" in HANDICAPPING AMERICA: BARRIERS TO DISABLED PEOPLE by Frank Bowe. copyright © 1978 by Frank G. Bowe.

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Fact Sheet #1.3(continued)

"For two hundred years, we have designed a nation for the average, normal, able-bodied majority, little realizing that millions cannot enter many of our buildings, ride our subways and buses, enjoy our educational and recreational programs and facilities, and use our communications systems. We have created an image of disabled people that is perhaps the greatest barrier they face. We see the disability--the chrome and the leather, the guide dog, the hearing aid, the crutches--and look the other way. Just as we cannot seem to see the man in the policeman, so imposing are the uniform and the cultural expectations that go with it, so we cannot see the woman in the wheelchair. We do not see, nor do we look to find, her abilities, interests, and desires. We condescend, we mutter hurried excuses, and we flee--because we do not understand, and somewhere inside us, we are afraid to understand.

"There are in this country tens of millions of people who have difficulty hearing, seeing, moving , learning, controlling their emotions, talking. But all are people. Their disabilities are real, but so are their abilities. They are disabled, but they need not be handicapped.

"Yet we handicap them.

"We smile at a poster child and hope for her, but when she wants to go to school we do not let her attend ours and when she grows up we do not want to know her. When disabled adults apply for jobs for which they are qualified we look for ways to deny them employment. When they seek housing we suggest they look somewhere else. And we are very persuasive, because our homes, buildings, and communities are often inaccessible to wheelchairs, feature communications systems deaf people cannot use, and have safety warnings blind people cannot read. Yet we do more: almost each new day brings to light cases of disabled people being vandalized, discriminated against, raped, denied permission to marry, fired, institutionalized, deprived of their children, sent to out-of-the-way "special" programs, robbed and even killed.

"We have said for two hundred years, and say anew each day, that we do not wish to see disabled people and disabilities. We do not want to be reminded of their needs or burdened with their desires to live in the world. If America handicaps disabled people, it is because we have made it so. We prefer these people to be sequestered safely in secluded institutions--and they have been. We prefer them to remain second-class citizens--and they are. We prefer them to be invisible--and they strive, many of them, to be so, in hopes of perhaps that way finally gaining our acceptance.

Fact Sheet #1.3 (continued)

"Most of all, we stubbornly refuse to acknowledge that the problems disabled people face are not theirs alone. We label these people and categorize them apart from the rest of us, somehow more different than like us, not deserving of the opportunities we take for granted. When someone close to us becomes disabled, our immediate reaction is to hide the disability out of shame, embarrassment, and, often, guilt. We should not be surprised when many disabled people come to see themselves as we see them, retreating from social interaction, hiding, desperately attempting to "pass" as normal. The vicious circle produces a hidden minority, impotent, hesitant--and contributing less and less to America.

"Disabled people have been out of the mainstream of American life for two hundred years. And these years have seen the construction of modern American society--its values, its heritage, its cities, its transportation and communications networks. So that now, when they are coming back into our society, the barriers they face are enormous. Today, disabled people seek very basic rights. They want a place to live--and cannot find it. They want an education--and are turned away. They seek access to transportation on buses and subways--and cannot get on. They desire to vote --but cannot get in. They want entertainment--but cannot enjoy it. They seek jobs--and are rejected. They desire respect--and receive humiliation.

"Almost every American knows someone who is disabled, is himself or herself disabled in some way, or will eventually become disabled. In fact, the day will come when there will be one chronically ill, elderly, or disabled American for every able-bodied citizen. Because we deny this, because we look the other way, because we hide disabilities and disabled people, we hasten that day. And we erect yet more barriers to disabled people, constructing daily a society that becomes ever more oppressive to disabled individuals--and to America itself.

"We do not see this vast minority. Or perhaps we do not see because we will not look. It is painful for many of us to see disabilities and difficult to see beyond them to abilities. So we deny, we hide, we forget.

We are making a mistake....

"For America need not be handicapping nor need to be handicapped. Because each of us is part of the problem, each can become part of the solution. People have erected these barriers, and people can eliminate them. The barriers we have constructed for two hundred years will not disappear in two. But an America that can make giant leaps can surely take small steps."

Lesson II

Theme: The rights of the disabled: Employment

Objectives:

- Students will be able to describe Section 503 of The Rehabilitation Act of 1973.
- Students will be able to explain the concept of "reasonable accommodation" and what it means to the employment of handicapped persons.

Introducing the Lesson

Before beginning this lesson make transparencies of Fact Sheets #2.1 and #2.2, or make copies of them to distribute to the students. Also duplicate the true/false test on employment and the answers to it.

Say: "At the beginning of the last session I read a quote from Section 504 of the Rehabilitation Act of 1973. This section represents the first civil rights law protecting the rights of handicapped persons. It reflects a national commitment to end discrimination on the basis of handicap, and to bring handicapped persons into the mainstream of American life. Who remembers what this section of the law said?" If no one comes close to using the language of the law, re-read it to the class. Then state: "The Rehabilitation Act of 1973 is a comprehensive law that affects every area of living. Today we are going to examine what this law means for the employment of handicapped individuals. Before we turn to the law, I want to give you some examples of why this is a critical area for people with disabilities." Show Fact Sheet #2.1. Have a different student read each example. Allow the students to make any comments they may want to. At the end of the reading of the fact sheet make the following summary statement: "Only a small percentage of the handicapped Americans who could work if given the opportunity are actually employed. Transportation barriers, barriers in buildings, and employers' prejudices have combined to deny the handicapped person access to many avenues of employment open to other citizens."

Show or distribute Fact Sheet #2.2. "Let's see how The Rehabilitation Act attempts to remedy this situation."

Discussion Guide

Teacher Statements and Questions	Notes to the Teacher
1.	Ask a student to read Section 503 out loud.
2. Do you think this section of the law applies to many businesses? (What proportion of the businesses in the country do you think this section of the law covers?)	About half of all the businesses in America do $2,500 or more of business a year with the federal government.
3. What is meant by taking "affirmative action"?	A program of positive steps taken to recruit, hire and promote handicapped workers into all levels of a company's work force.
4. Note that the law says "qualified" handicapped person. It does not say that any handicapped person must be hired. What do you think is meant by "qualified"?	"Qualified" means capable of performing the essential tasks of a job, with reasonable accommodation to his or her disability if necessary. Ask a student to read the rest of Fact Sheet #2.1 out loud.
5. What do you think is meant by the term "reasonable accommodations"?	A reasonable accommodation is a modification made by an employer to allow a job opportunity to a qualified worker or potential employee, without imposing an undue hardship on the operation of the program.
6. What might a "reasonable accommodation" involve?	(a) Modification of facilities to make them accessible to and usable by handicapped persons. (b) Job restructuring or scheduling, and the modification or acquisition of equipment, devices or aides.
7. This concept of "reasonable accommodation" is the key to whether many handicapped people will be employed or not. Let's look at some cases of what it implies.	

Small Group Problem Solving: Reasonable Accommodations

Divide the class into groups of 5 to 8 students. Distribute copies of Fact Sheet #2.3 to the students. Tell them that the fact sheet contains examples of situations in which the concept of "reasonable accommodation" is critical. Ask the groups to read each example and write a decision on:

(a) Is the person "qualified for the job"?

(b) What would constitute a reasonable accommodation?

After about 15 minutes bring the class together. Have the conclusions of the groups on each example read and compared. If there are differences between the groups, provide the key ideas presented below.

A. If this company employs several secretaries, the deaf person should be hired. The simplest accommodation in this case would be job restructuring. The deaf applicant could be given additional typing or filing duties, while another secretary is given extra telephone duties. If the company employs only one secretary, or two secretaries whose hours are not the same, it might not be possible to make an accommodation to the deaf applicant's disability without imposing undue hardship on the employer. Thus the employer would not be out of compliance with the law for declining to hire the deaf job applicant. Companies with fewer than 15 employees are often recognized as being unable to make many of the accommodations which larger firms can make.

B. The person is qualified because with the use of a piece of office equipment she could perform her major job task. She should be provided with a standard office tape recorder or dictating machine. Instead of writing or typing her work, she can record it on one of these machines.

C. The applicant had to be examined and a decision made on the basis of his individual medical history. Since the applicant had not had a seizure for 16 years, he was determined to be qualified. (He may or may not have needed job accommodations, such as a regular work schedule rather than a rotated one.)

Concluding Statement

"The concept of reasonable accommodation is at the heart of the matter of disabled persons' right to employment. It is giving qualified disabled people a chance to prove themselves competent workers."

True or False

Give the test which follows to the students to complete as a homework assignment. You may choose to go over the correct responses to the test at the beginning of the next class session; or to provide copies of the correct responses to the students at the end of the next class session and have them study the correct responses as a homework assignment.

Employment

True or False

	TRUE	FALSE
(1) A company can decline to hire a blind job applicant as a computer programmer because he cannot read print.		
(2) Disabled workers have poorer attendance records than nondisabled workers.		
(3) A company may require a pre-employment medical examination and use the results to exclude certain kinds of handicapped applicants.		
(4) A company must allow a worker to come in late two days a week so that he can undergo kidney dialysis treatment, if this treatment cannot be arranged during off-work hours.		
(5) An employer has the right to ask an applicant whether he has a handicap.		
(6) Employers must make their entire workplace accessible to physically handicapped employees.		
(7) A firm whose accounting office was on the second floor of a building with no elevator, had to transfer this office to the first floor to accommodate the disability of a qualified applicant for an accounting job who used a wheelchair.		
(8) All companies holding contracts in excess of $50,000 with the federal government must have written affirmative action plans for hiring the handicapped, and must make these plans available for job applicants and employees to read upon request.		
(9) The hiring of handicapped employees will jeopardize safety records of companies.		
(10) If a handicapped job applicant feels he or she has been discriminated against by a company which is a federal contractor he/she should file a complaint with the U.S. Department of Labor, Office of Federal Contract Compliance Programs.		

Employment Test Answers

(1) False, in most cases. If the company has a federal contract or contracts for at least $2,500 in a given year, or if it receives aid from the federal government, it cannot decline to hire an otherwise qualified blind computer programmer, unless the company can prove that doing so would impose an undue hardship on the business. The employer will need to plan an accommodation such as assigning a reader or supplying a secretary for the blind employee.

(2) False. Studies of the attendance records of disabled workers have shown that a majority of disabled workers have average or better than average records in attendance. This is also true of their job stability.

(3) False. A pre-employment (and post-employment) medical examination may not be used to exclude a handicapped person, unless the condition has a direct bearing on his/her job performance or safety. Medical examinations must be designed to obtain job-related information only.

(4) True. The employee can either make up the lost work hours at another time of the week, or can take leave time without pay for the hours he or she misses.

(5) False. Job applications and interviewers may not ask questions that relate to disability unless they are clearly job related.

(6) False. Employers must provide access only to those areas essential to the worker's job performance or widely used by other employees during the work day.

(7) True, unless this was a small company which could prove that moving the accounting office would impose an undue hardship on the business.

(8) True.

(9) False. Dupont, one of the largest employers in the country, studied the safety records of its 1,452 handicapped employees. The company found that 96% of its handicapped employees rated average or better in the area of safety, with more than half in the "above average" category.

(10) True.

Fact Sheet #2.1

Employment Discrimination*

A MAN WITH EPILEPSY APPLIED AND WAS HIRED as a stockboy at a local drugstore, which was part of a large drugstore chain. On the employment application form, the man replied honestly to the question, "Have you ever had any fits or seizures?" and answered that he had a seizure five years before, but that his condition was under control and he had had no seizures since then. He worked at the job for over a month, successfully performing his duties, and earned the manager's praise for his work; in the meantime, his application was processed and ultimately sent to the main office of the drugstore chain. The main office notified the local manager that the employee had to be terminated immediately because the company had a policy against hiring epileptics.

A WOMAN IN A WHEELCHAIR OBTAINED A JOB in a factory, but was forced to quit when she found that there were no restrooms that would accommodate her wheelchair.

A MAN WITH SIGHT IN ONLY ONE EYE applied for a clerical position, but the employer refused to consider his application because he felt that the man would be unable to read numbers in small print.

HAROLD KRENTZ, A BLIND ATTORNEY who inspired "Butterflies Are Free," has described his problems in finding employment:

> When "Butterflies" opened somebody at Harvard said, "Now you'll have no trouble getting a job. Your grades are good, you've worked hard, and with that extra publicity you're all set."
>
> Well, I was turned down by over 40 law firms. Some of them turned me down twice. One turned me down before I'd even applied, because of a rumor that I was thinking of applying. The problems of getting a job were some of the most disillusioning of my life. I could get on the talk shows of Mike Douglas and Dick Cavett, and talk about my blindness. But I wanted to punch anybody in the mouth who said to me, "I saw you on TV. You're fantastic. Have you ever thought of becoming a comedian?" I didn't bust myself for three years at Harvard Law School to become a comedian.

*Taken from: R. L. Burgdorf, Jr. The Legal Rights of Handicapped Persons: Cases, Materials, and Text. Baltimore: Paul H. Brooks, 1980, pp. 317-318.

Fact Sheet #2.2

The Rehabilitation Act of 1973 and Employment

Section 503

Any contract in excess of $2,500 entered into by any federal department or agency for the procurement of personal property and nonpersonal services (including construction) for the United States shall contain a provision requiring that, in employing persons to carry out such contract the party contracting with the United States shall take affirmative action to employ and advance in employment qualified handicapped individuals...

The Regulations for Section 504

A recipient [of federal financial assistance] shall make reasonable accommodations to the known physical or mental limitations of an otherwise qualified handicapped applicant or employee...

Fact Sheet #2.3

Employment and Reasonable Accommodations

A. Company Z's standard job description for a secretarial position includes typing, filing and telephone responsiblities. When a deaf secretary with the proper typing skills applied for the job, management did not feel that she was qualified.

B. A writer-editor on a magazine has lost the ability to write legibly and type efficiently because of rheumatoid arthritis. She is notified that her employment will be terminated because she can no longer fulfill her job responsibilities.

C. A person with epilepsy applied for a job with the Tampa, Florida police department. He passed the written and oral examinations but was not allowed to take the physical examination with the other applicants because of his disability.

Are the above persons qualified for the job?

What would constitute a reasonable accommodation (if needed)?

Supplementary Activities

Reading

Read one of the brochures on employment listed below and write a brief summary of it.

There Oughta Be a Law--There is: Job Accommodations. Mainstream, Inc.

Affirmative Action for Disabled People: A Pocket Guide. The President's Committee on Employment of the Handicapped.

(See appendix for full references.)

Films

A DIFFERENT APPROACH, color, 21 minutes

Through humorous situations the point is made that handicapped persons can be productive workers.

Available for free loan from: The President's Committee on Employment of the Handicapped, 1111 20th Street, N.W., Washington, DC 20210; or, Handicapped Learner Materials Distribution Center, Indiana University Audio-Visual Center, Bloomington, IN 47405.

A FIGHTING CHANCE, color, 42 minutes

This film shows the struggle of a blinded Vietnam war veteran to find a job in radio.

Available for free loan from: The President's Committee on Employment of the Handicapped.

Lesson III

Theme: The rights of the disabled: Accessibility.

Objectives:

- Students will be able to list and describe five standards from the American National Standard's specifications for making facilities accessible to the physically handicapped.
- Students will be able to describe how architectural barriers interfere with a full and independent life for the disabled.

Introducing the Lesson

Before beginning this lesson duplicate copies of Fact Sheet #3.2 for dissemination to students.

Begin by reading the following passage written in 1921 by Clarence Day, an American essayist and humorist, as quoted in: Leonard, E. "The Handicapped Building." Rehabilitation Literature, 1978, 39(9), 265-269.

> I don't know how many persons who hate climbing there are in the world; there must be, by and large, a great number. I'm one, I know that. But whenever a building is erected for the use of the public, the convenience of a nonclimbing person is wholly ignored.
>
> I refer, of course, to the debonair habit which architects have of never designing an entrance that is easy to enter (p. 265).

Ask the students what the person who wrote this statement meant by climbing (climbing steps) and why he might have been so concerned about this. (He was physically disabled and could no longer climb flights of stairs.) Then ask: "How many people in the United States today might feel the way this man felt when he wrote this passage in 1921?" (One out of ten persons in the United States has mobility limitations due to a temporary or permanent physical disability.)

Ask: "Why then are buildings constructed with long flights of steps at the entrance and with other impediments to the access of physically impaired individuals?" Summarize the answer to this question in a concluding statement.

Concluding statement: "Buildings exclude the physically disabled because: (1) They follow traditions of architectural design from ancient times when few physically impaired individuals survived for very long. (2) They were designed by architects for a hypothetical "average" man. (3) They were designed at a time when there was a lack of recognition of the rights of persons with disabilities." Then proceed to read the following quote from the same article.

> The roof of a house in Chicago is designed to withstand the maximum rainfall...A structural engineer in San Francisco takes into account the maximum earthquake on record. The rigid building code around Miami recognizes the maximum velocity of hurricane winds. All facets of construction seem to relate to maximum events or circumstances...Unfortunately, these considerations stop at a point before humans come into contact with the building. They do not take into account the maximum extremities of those who will be using the building....What is needed is a re-evaluation of the human characteristics underlying design criteria...(p. 266).

Barrier Free Design

Discussion Guide

Teacher Statements and Questions	Notes to the Teacher
1.	Hold up Fact Sheet #3.1, the international symbol of access;* as you walk around the room to make sure that each student can see it.
2. Have you ever seen this symbol displayed? Do you know what it is? (Cue: What do you think it might mean?)	

*Copies may be obtained from:

The President's Committee on Employment of the Handicapped
1111 20th Street, N.W., Washington, DC 20210

3. This is the international symbol of access. It is recognized around the world to mean that a facility is accessible to handicapped people. When it is displayed on the outside of a restaurant or theatre or rest room it means that there are no architectural barriers which will keep disabled people, particularly those using wheelchairs, from using a facility. What do you think the criteria for displaying it are? What makes a building accessible?

Have a student list the responses on the chalkboard.

4. Let's see how your responses compare with the criteria specified by Rehabilitation International, the federation of organizations from more than 60 countries which adopted this symbol in 1969. We'll do this by taking an imaginary trip to an office building with a person using a wheelchair.
Step 1: Can the person get into the building? What criteria must be met to make this possible?

5. Step 2: Can the person move about within the building so as to reach the areas needed? What criteria must be met to make this possible?

The corridors must be at least four feet wide. If the office is not on the street level there must be an elevator. There must be no steps between the entrance and the elevator or office.

6. Step 3: Can the person use a restroom, water fountain and public telephone in the building?

One toilet stall must be at least three feet wide and five feet deep, and have hand rails on both sides, and a door that swings out. There must be a telephone and water fountain low enough to be usable by the person in the wheelchair.

7. Could our school display the international symbol of access? (How do you know? Give examples.)

Students in some schools may be able to answer this question readily because they see physically disabled students included in all activities. In many schools the students may not be able to answer the question unless the teacher directs their thinking to Steps 1-3, e.g., is there a level entrance or ramped entrance; is there an elevator, etc.

8. The criteria for displaying this symbol are minimal criteria to allow use by people in wheelchairs. They don't refer to the special needs of blind or deaf persons and some of their criteria are barely adequate for wheelchair users. Even so, many public facilities could not meet the criteria for displaying this symbol.	
9. Why is this important anyhow? What difference does it make?	Read the quote below after the students have had a chance to comment.

Architectural barriers are a primary obstacle in limiting the ability of the disabled to lead independent lives. These barriers confront the handicapped in places of residence, employment, recreation, entertainment, public accommodation, and most significantly, public transportation. It is difficult to see how the disabled can achieve equal employment, fair housing, and full independent lives when they are effectively denied entrance to privately and publicly owned restaurants, theatres, places of employment, and businesses or public accommodations (Burgdorf, op. cit., p. 441).

Concluding statement: "Access is important because it means more than just being able to be someplace. It means being able to be in the mainstream of life--being able to work, being able to go out to a theatre or museum or ball game or restaurant with friends; being able to be independent in adulthood; being able to experience life fully."

Accessibility Survey

Distribute Fact Sheet #3.2. Tell the class: "These are the standards for accessibility which must be used in constructing all new buildings with federal funds, according to the regulations for The Rehabilitation Act. They were designed with visually impaired and hearing impaired people in mind, as well as mobility-impaired people. We're going to use them to evaluate public facilities and businesses open to the general public in our community, on their usability by disabled persons."*

Tell the students that you want them to form small groups, each of which will investigate one type of community facility. One group might survey restaurants. Another group a shopping plaza; a third group movie theatres; another group churches; another group libraries. Another way of dividing the groups is by geographic areas, with each group surveying several types of facilities within a limited area. Observation, measuring, trying out and asking questions may all be included in survey methods. Each group should prepare a brief written report on their findings and should share the highlights of their results with the class at a later session.

*ANSI standard A117.1961 was superceded by revised standards published in 1980.

"ANSI Specifications for Making Buildings and Facilities Accessible to and usable By Physically Handicapped People" available from:

American National Standards Institute, Inc.
1430 Broadway
New York, NY 10018

$5 and $2 shipping and handling

Supplementary Activities

Film

Show one of the two films below:

ACCESS, color, 23 minutes, 1978

This film shows how two persons confined to wheelchairs manage to work and function as contributing members of society.

Available for rental at $30.00 from: Polymorph Films, 331 Newbury Street, Boston, MA 02115

FREEDOM TO DEFINE MYSELF, color, 14 minutes

This film shows a young woman quadraplegic living an active social and work life. It deals with barrier-free design.

Available for rental at $25.00 from: Dick Arnold Productions, 2900 Northwood Farms, P.O. Box 1799, East Lansing, MI 48823

Reading

Leonard, E. "The Handicapped Building." Rehabilitation Literature, 1978, 39(9), 265-269.

Research

Make the list of "Resources on Barriers" in the appendix available to students who are interested in doing research on this topic. Ask each student to send for free pamphlets on accessibility and write a brief report on one aspect of this topic, e.g., airline transportation.

Composition

Put yourself in the place of a handicapped person with one of the following disabilities: physical impairment requiring wheelchair use; physical impairment requiring braces and crutches; blindness. Describe what problems you would have in getting to work using public transportation as it currently exists in your city or community.

Fact Sheet #3.1

Symbol of Access

Standard Specifications for

Making Buildings and Facilities Accessible to, and Usable by, the Physically Handicapped

1. Scope and Purpose

1.1 Scope

1.1.1 This standard applies to all buildings and facilities used by the public. It applies to temporary or emergency conditions as well as permanent conditions. It does not apply to private residences.

1.1.2 This standard is concerned with non-ambulatory disabilities, semi-ambulatory disabilities, sight disabilities, hearing disabilities, disabilities of incoordination, and aging.

1.2 Purpose. This standard is intended to make all buildings and facilities used by the public accessible to, and functional for, the physically handicapped, to, through, and within their doors, without loss of function, space, or facility where the general public is concerned. It supplements existing American Standards, and reflects great concern for safety of life and limb. In cases of practical difficulty, unnecessary hardship, or extreme differences, administrative authorities may grant exceptions from the literal requirements of this standard or permit the use of other methods or materials, but only when it is clearly evident that equivalent facilitation and protection are thereby secured.

2. Definitions

2.1 Non-ambulatory Disabilities. Impairments that, regardless of cause or manifestation, for all practical purposes, confine individuals to wheelchairs.

2.2 Semi-ambulatory Disabilities. Impairments that cause individuals to walk with difficulty or insecurity. Individuals using braces or crutches, amputees, arthritics, spastics, and those with pulmonary and cardiac ills may be semi-ambulatory.

2.3 Sight Disabilities. Total blindness or impairments affecting sight to the extent that the individual functioning in public areas is insecure or exposed to danger.

2.4 Hearing Disabilities. Deafness or hearing handicaps that might make an individual insecure in public areas because he is unable to communicate or hear warning signals.

2.5 Disabilities of Incoordination. Faulty coordination or palsy from brain, spinal, or peripheral nerve injury.

2.6 Aging. Those manifestations of the aging processes that significantly reduce mobility, flexibility, coordination, and perceptiveness but are not accounted for in the aforementioned categories.

2.7 Standard. When this term appears in small letters and is not preceded by the word "American," it is descriptive and does not refer to an American Standard approved by ASA; for example, a "standard" wheelchair is one characterized as standard by the manufacturers.

2.8 Fixed Turning Radius, Wheel to Wheel. The tracking of the caster wheels and large wheels of a wheelchair when pivoting on a spot.

2.9 Fixed Turning Radius, Front Structure to Rear Structure. The turning radius of a wheelchair, left front-foot platform to right rear wheel, or right front-foot platform to left rear wheel, when pivoting on a spot.

2.10 Involved (Involvement). A portion or portions of the human anatomy or physiology, or both, that have a loss or impairment of normal function as a result of genesis, trauma, disease, inflammation, or degeneration.

2.11 Ramps, Ramps with Gradients. Because the term "ramp" has a multitude of meanings and uses, its use in this text is clearly defined as ramps with gradients (or ramps with slopes) that deviate from what would otherwise be considered the normal level. An exterior ramp, as distinguished from a "walk," would be considered an appendage to a building leading to a level above or below existing ground level. As such, a ramp shall meet certain requirements similar to those imposed upon stairs.

2.12 Walk, Walks. Because the terms "walk" and "walks" have a multitude of meanings and uses, their use in this text is clearly defined as a predetermined, prepared-surface, exterior pathway leading to or from a building or facility, or from one exterior area to another, placed on the existing ground level

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*Taken from: American National Standard specifications for making buildings and facilities accessible to, and usable by, the physically handicapped. New York: American National Standards Institute, 1961. (pp. 6-11)

and not deviating from the level of the existing ground immediately adjacent.

2.13 Appropriate Number. As used in this text, appropriate number means the number of a specific item that would be necessary, in accord with the purpose and function of a building or facility, to accommodate individuals with specific disabilities in proportion to the anticipated number of individuals with disabilities who would use a particular building or facility.

EXAMPLE: Although these specifications shall apply to all buildings and facilities used by the public, the numerical need for a specific item would differ, for example, between a major transportation terminal, where many individuals with diverse disabilities would be continually coming and going, an office building or factory, where varying numbers of individuals with disabilities of varying manifestations (in many instances, very large numbers) might be employed or have reason for frequent visits, a school or church, where the number of individuals may be fixed and activities more definitive, and the many other buildings and facilities dedicated to specific functions and purposes.

NOTE: Disabilities are specific and where the individual has been properly evaluated and properly oriented and where architectural barriers have been eliminated, a specific disability does not constitute a handicap. It should be emphasized that more and more of those physically disabled are becoming *participants*, rather than spectators, in the fullest meaning of the word.

3. General Principles and Considerations

3.1 Wheelchair Specifications. The collapsible-model wheelchair of tubular metal construction with plastic upholstery for back and seat is most commonly used. The standard model of all manufacturers falls within the following limits, which were used as the basis of consideration:

(1) Length: 42 inches
(2) Width, when open: 25 inches
(3) Height of seat from floor: 19½ inches
(4) Height of armrest from floor: 29 inches
(5) Height of pusher handles (rear) from floor: 36 inches
(6) Width, when collapsed: 11 inches

3.2 The Functioning of a Wheelchair

3.2.1 The fixed turning radius of a standard wheelchair, wheel to wheel, is 18 inches. The fixed turning radius, front structure to rear structure, is 31.5 inches.

3.2.2 The average turning space required (180 and 360 degrees) is 60 x 60 inches.

NOTE: Actually, a turning space that is longer than it is wide, specifically, 63 x 56 inches, is more workable and desirable. In an area with two open ends, such as might be the case in a corridor, a minimum of 54 inches between two walls would permit a 360-degree turn.

3.2.3 A minimum width of 60 inches is required for two individuals in wheelchairs to pass each other.

3.3 The Adult Individual Functioning in a Wheelchair[2]

3.3.1 The average unilateral vertical reach is 60 inches and ranges from 54 inches to 78 inches.

3.3.2 The average horizontal working (table) reach is 30.8 inches and ranges from 28.5 inches to 33.2 inches.

3.3.3 The bilateral horizontal reach, both arms extended to each side, shoulder high, ranges from 54 inches to 71 inches and averages 64.5 inches.

3.3.4 An individual reaching diagonally, as would be required in using a wall-mounted dial telephone or towel dispenser, would make the average reach (on the wall) 48 inches from the floor.

3.4 The Individual Functioning on Crutches[3]

3.4.1 On the average, individuals 5 feet 6 inches tall require an average of 31 inches between crutch tips in the normally accepted gaits.[4]

3.4.2 On the average, individuals 6 feet 0 inches tall require an average of 32.5 inches between crutch tips in the normally accepted gaits.[4]

4. Site Development[5]

4.1 Grading. The grading of ground, even contrary to existing topography, so that it attains a level with a normal entrance will make a facility accessible to individuals with physical disabilities.

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[2] Extremely small, large, strong, or weak and involved individuals could fall outside the ranges in 3.3.1, 3.3.2, 3.3.3, and their reach could differ from the figure given in 3.3.4. However, these reaches were determined using a large number of individuals who were functionally trained, with a wide range in individual size and involvement.

[3] Most individuals ambulating on braces or crutches, or both, or on canes are able to manipulate within the specifications prescribed for wheelchairs, although doors present quite a problem at times. However, attention is called to the fact that a crutch tip extending laterally from an individual is not obvious to others in heavily trafficked areas, certainly not as obvious or protective as a wheelchair and is, therefore, a source of vulnerability.

[4] Some cerebral palsied individuals, and some severe arthritics, would be extreme exceptions to 3.4.1 and 3.4.2.

[5] Site development is the most effective means to resolve the problems created by topography, definitive architectural designs or concepts, water table, existing streets, and atypical problems, singularly or collectively, so that aggress, ingress, and egress to buildings by physically disabled can be facilitated while preserving the desired design and effect of the architecture.

4.2 Walks

4.2.1 Public walks should be at least 48 inches wide and should have a gradient not greater than 5 percent.[6]

4.2.2 Such walks shall be of a continuing common surface, not interrupted by steps or abrupt changes in level.

4.2.3 Wherever walks cross other walks, driveways, or parking lots they should blend to a common level.[7]

NOTE: 4.1 and 4.2, separately or collectively, are greatly aided by terracing, retaining walls, and winding walks allowing for more gradual incline, thereby making almost any building accessible to individuals with permanent physical disabilities, while contributing to its esthetic qualities.

4.2.4 A walk shall have a level platform at the top which is at least 5 feet by 5 feet, if a door swings out onto the platform or toward the walk. This platform shall extend at least 1 foot beyond each side of the doorway.

4.2.5 A walk shall have a level platform at least 3 feet deep and 5 feet wide, if the door does not swing onto the platform or toward the walk. This platform shall extend at least 1 foot beyond each side of the doorway.

4.3 Parking Lots

4.3.1 Spaces that are accessible and approximate to the facility should be set aside and identified for use by individuals with physical disabilities.

4.3.2 A parking space open on one side, allowing room for individuals in wheelchairs or individuals on braces and crutches to get in and out of an automobile onto a level surface, suitable for wheeling and walking, is adequate.

4.3.3 Parking spaces for individuals with physical disabilities when placed between two conventional diagonal or head-on parking spaces should be 12 feet wide.

4.3.4 Care in planning should be exercised so that individuals in wheelchairs and individuals using braces and crutches are not compelled to wheel or walk behind parked cars.

4.3.5 Consideration should be given the distribution of spaces for use by the disabled in accordance with the frequency and persistency of parking needs.

4.3.6 Walks shall be in conformity with 4.2.

5. Buildings

5.1 Ramps with Gradients. Where ramps with gradients are necessary or desired, they shall conform to the following specifications:

5.1.1 A ramp shall not have a slope greater than 1 foot rise in 12 feet, or 8.33 percent, or 4 degrees 50 minutes.

5.1.2 A ramp shall have handrails on at least one side, and preferably two sides, that are 32 inches in height, measured from the surface of the ramp, that are smooth, that extend 1 foot beyond the top and bottom of the ramp, and that otherwise conform with American Standard Safety Code for Floor and Wall Openings, Railings, and Toe Boards, A12-1932.

NOTE 1: Where codes specify handrails to be of heights other than 32 inches, it is recommended that two sets of handrails be installed to serve all people. Where major traffic is predominantly children, particularly physically disabled children, extra care should be exercised in the placement of handrails, in accordance with the nature of the facility and the age group or groups being serviced.

NOTE 2: Care should be taken that the extension of the handrail is not in itself a hazard. The extension may be made on the side of a continuing wall.

5.1.3 A ramp shall have a surface that is nonslip.

5.1.4 A ramp shall have a level platform at the top which is at least 5 feet by 5 feet, if a door swings out onto the platform or toward the ramp. This platform shall extend at least 1 foot beyond each side of the doorway.

5.1.5 A ramp shall have a level platform at least 3 feet deep and 5 feet wide, if the door does not swing onto the platform or toward the ramp. This platform shall extend at least 1 foot beyond each side of the doorway.

5.1.6 Each ramp shall have at least 6 feet of straight clearance at the bottom.

5.1.7 Ramps shall have level platforms at 30-foot intervals for purposes of rest and safety and shall have level platforms wherever they turn.

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[6] It is essential that the gradient of walks and driveways be less than that prescribed for ramps, since walks would be void of handrails and curbs and would be considerably longer and more vulnerable to the elements. Walks of near maximum grade and considerable length should have level areas at intervals for purposes of rest and safety. Walks or driveways should have a nonslip surface.

[7] This specification does not require the elimination of curbs, which, particularly if they occur at regular intersections, are a distinct safety feature for all of the handicapped, particularly the blind. The preferred method of meeting the specification is to have the walk incline to the level of the street. However, at principal intersections, it is vitally important that the curb run parallel to the street, up to the point where the walk is inclined, at which point the curb would turn in and gradually meet the level of the walk at its highest point. A less preferred method would be to gradually bring the surface of the driveway or street to the level of the walk. The disadvantage of this method is that a blind person would not know when he has left the protection of a walk and entered the hazards of a street or driveway.

5.2 Entrances

5.2.1 At least one primary entrance to each building shall be usable by individuals in wheelchairs.

NOTE: Because entrances also serve as exits, some being particularly important in case of an emergency, and because the proximity of such exits to all parts of buildings and facilities, in accordance with their design and function, is essential (see 112 and 2000 through 2031 of American Standard Building Exits Code, A9.1-1953) it is preferable that all or most entrances (exits) should be accessible to, and usable by, individuals in wheelchairs and individuals with other forms of physical disability herein applicable.

5.2.2 At least one entrance usable by individuals in wheelchairs shall be on a level that would make the elevators accessible.

5.3 Doors and Doorways

5.3.1 Doors shall have a clear opening of no less than 32 inches when open and shall be operable by a single effort.

NOTE 1: Two-leaf doors are not usable by those with disabilities defined in 2.1, 2.2, and 2.5 unless they operate by a single effort, or unless one of the two leaves meets the requirement of 5.3.1.

NOTE 2: It is recommended that all doors have kick plates extending from the bottom of the door to at least 16 inches from the floor, or be made of a material and finish that would safely withstand the abuse they might receive from canes, crutches, wheelchair foot-platforms, or wheelchair wheels.

5.3.2 The floor on the inside and outside of each doorway shall be level for a distance of 5 feet from the door in the direction the door swings and shall extend 1 foot beyond each side of the door.

5.3.3 Sharp inclines and abrupt changes in level shall be avoided at doorsills. As much as possible, thresholds shall be flush with the floor.

NOTE 1: Care should be taken in the selection, placement, and setting of door closers so that they do not prevent the use of doors by the physically disabled. Time-delay door closers are recommended.

NOTE 2: Automatic doors that otherwise conform to 5.3.1, 5.3.2, and 5.3.3 are very satisfactory.

NOTE 3: These specifications apply both to exterior and interior doors and doorways.

5.4 Stairs. Stairs shall conform to American Standard A9.1-1953, with the following additional considerations:

5.4.1 Steps in stairs that might require use by those with disabilities defined in 2.2 and 2.5 or by the aged shall not have abrupt (square) nosing. (See Fig. 1.)

NOTE: Individuals with restrictions in the knee, ankle, or hip, with artificial legs, long leg braces, or comparable conditions cannot, without great difficulty and hazard, use steps with nosing as illustrated in Fig. 1a, but can safely and with minimum difficulty use steps with nosing as illustrated in Fig. 1b.

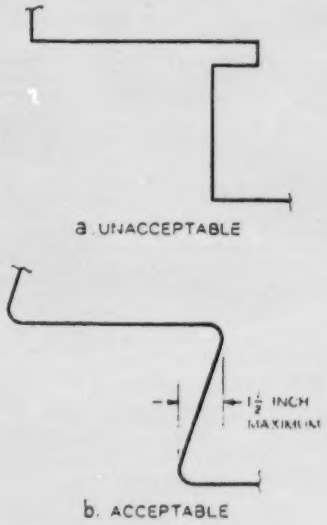

Fig. 1
Steps

5.4.2 Stairs shall have handrails 32 inches high as measured from the tread at the face of the riser.

NOTE: Where codes specify handrails to be at heights other than 32 inches, it is recommended that two sets of handrails be installed to serve all people. Where traffic is predominantly children, particularly physically disabled children, extra care should be exercised in the placement of handrails in accordance with the nature of the facility and the age group or groups being serviced. Dual handrails may be necessary.

5.4.3 Stairs shall have at least one handrail that extends at least 18 inches beyond the top step and beyond the bottom step.

NOTE: Care should be taken that the extension of the handrails is not in itself a hazard. The extension may be made on the side of a continuing wall.

5.4.4 Steps should, wherever possible, and in conformation with existing step formulas, have risers that do not exceed 7 inches.

5.5 Floors

5.5.1 Floors shall have a surface that is nonslip.

5.5.2 Floors on a given story shall be of a common level throughout or be connected by a ramp in accord with 5.1.1 through 5.1.6, inclusive.

EXAMPLE 1: There shall not be a difference between the level of the floor of a corridor and the level of the floor of the toilet rooms.

EXAMPLE 2: There should not be a difference between the level of the floor of a corridor and the level of a meeting room, dining room, or any other room, unless proper ramps are provided.

5.6 Toilet Rooms. It is essential that an appropriate number[8] of toilet rooms, in accordance with the nature and use of a specific building or facility, be made accessible to, and usable by, the physically handicapped.

5.6.1 Toilet rooms shall have space to allow traffic of individuals in wheelchairs, in accordance with 3.1, 3.2, and 3.3.

5.6.2 Toilet rooms shall have at least one toilet stall that—

(1) Is 3 feet wide

(2) Is at least 4 feet 8 inches, preferably 5 feet, deep

(3) Has a door (where doors are used) that is 32 inches wide and swings out

(4) Has handrails on each side, 33 inches high and parallel to the floor, 1½ inches in outside diameter, with 1½ inches clearance between rail and wall, and fastened securely at ends and center

(5) Has a water closet with the seat 20 inches from the floor

NOTE: The design and mounting of the water closet is of considerable importance. A wall-mounted water closet with a narrow understructure that recedes sharply is most desirable. If a floor-mounted water closet must be used, it should not have a front that is wide and perpendicular to the floor at the front of the seat. The bowl should be shallow at the front of the seat and turn backward more than downward to allow the individual in a wheelchair to get close to the water closet with the seat of the wheelchair.

5.6.3 Toilet rooms shall have lavatories with narrow aprons, which when mounted at standard height are usable by individuals in wheelchairs; or shall have lavatories mounted higher, when particular designs demand, so that they are usable by individuals in wheelchairs.

NOTE: It is important that drain pipes and hot-water pipes under a lavatory be covered or insulated so that a wheelchair individual without sensation will not burn himself.

5.6.4 Some mirrors and shelves shall be provided above lavatories at a height as low as possible and no higher than 40 inches above the floor, measured from the top of the shelf and the bottom of the mirror.

5.6.5 Toilet rooms for men shall have wall-mounted urinals with the opening of the basin 19 inches from the floor, or shall have floor-mounted urinals that are on level with the main floor of the toilet room.

5.6.6 Toilet rooms shall have an appropriate number[8] of towel racks, towel dispensers, and other dispensers and disposal units mounted no higher than 40 inches from the floor.

5.7 Water Fountains. An appropriate number[8] of water fountains or other water-dispensing means shall be accessible to, and usable by, the physically disabled.

5.7.1 Water fountains or coolers shall have up-front spouts and controls.

5.7.2 Water fountains or coolers shall be hand-operated or hand- and foot-operated. (See also American Standard Specifications for Drinking Fountains, Z4.2-1942.)

NOTE 1: Conventional floor-mounted water coolers can be serviceable to individuals in wheelchairs if a small fountain is mounted on the side of the cooler 30 inches above the floor.

NOTE 2: Wall-mounted, hand-operated coolers of the latest design, manufactured by many companies, can serve the able-bodied and the physically disabled equally well when the cooler is mounted with the basin 36 inches from the floor.

NOTE 3: Fully recessed water fountains are not recommended.

NOTE 4: Water fountains should not be set into an alcove unless the alcove is wider than a wheelchair. (See 3.1.)

5.8 Public Telephones. An appropriate number[8] of public telephones should be made accessible to, and usable by, the physically disabled.

NOTE: The conventional public telephone booth is not usable by most physically disabled individuals. There are many ways in which public telephones can be made accessible and usable. It is recommended that architects and builders confer with the telephone company in the planning of the building or facility.

5.8.1 Such telephones should be placed so that the dial and the handset can be reached by individuals in wheelchairs, in accordance with 3.3.

5.8.2 An appropriate number of public telephones should be equipped for those with hearing disabilities and so identified with instructions for use.

NOTE: Such telephones can be used by everyone.

5.9 Elevators. In a multiple-story building, elevators are essential to the successful functioning of physically disabled individuals. They shall conform to the following requirements:

5.9.1 Elevators shall be accessible to, and usable by, the physically disabled on the level that they use to enter the building, and at all levels normally used by the general public.

5.9.2 Elevators shall allow for traffic by wheelchairs, in accordance with 3.1, 3.2, 3.3 and 5.3.

5.10 Controls. Switches and controls for light, heat, ventilation, windows, draperies, fire alarms, and all similar controls of frequent or essential use, shall be placed within the reach of individuals in wheelchairs. (See 3.3.)

—

5.11 Identification. Appropriate identification of specific facilities within a building used by the public is particularly essential to the blind.

5.11.1 Raised letters or numbers shall be used to identify rooms or offices.

5.11.2 Such identification should be placed on the wall, to the right or left of the door, at a height between 4 feet 6 inches and 5 feet 6 inches, measured from the floor, and preferably at 5 feet.

5.11.3 Doors that are not intended for normal use, and that might prove dangerous if a blind person were to exit or enter by them, should be made quickly identifiable to the touch by knurling the door handle or knob. (See Fig. 2.)

EXAMPLE: Such doors might lead to loading platforms, boiler rooms, stages, fire escapes, etc.

5.12 Warning Signals

5.12.1 Audible warning signals shall be accompanied by simultaneous visual signals for the benefit of those with hearing disabilities.

5.12.2 Visual signals shall be accompanied by simultaneous audible signals for the benefit of the blind.

5.13 Hazards. Every effort shall be exercised to obviate hazards to individuals with physical disabilities.

5.13.1 Access panels or manholes in floors, walks, and walls can be extremely hazardous, particularly when in use, and should be avoided.

5.13.2 When manholes or access panels are open and in use, or when an open excavation exists on a site, particularly when it is approximate to normal pedestrian traffic, barricades shall be placed on all open sides, at least 8 feet from the hazard, and warning devices shall be installed in accord with 5.12.2.

5.13.3 Low-hanging door closers that remain within the opening of a doorway when the door is open, or that protrude hazardously into regular corridors or traffic ways when the door is closed, shall be avoided.

5.13.4 Low-hanging signs, ceiling lights, and similar objects or signs and fixtures that protrude into regular corridors or traffic ways shall be avoided. A minimum height of 7 feet, measured from the floor, is recommended.

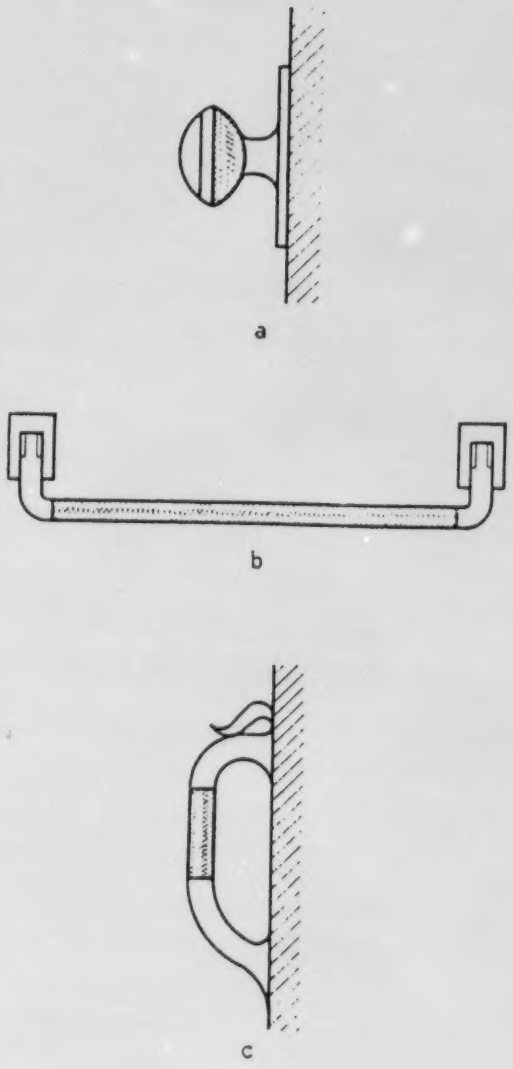

Fig. 2
Knurled Door Handles and Knobs

5.13.5 Lighting on ramps shall be in accord with 1201, 1202, 1203, and 1204 of American Standard A9.1-1953.

5.13.6 Exit signs shall be in accord with 1205 of American Standard A9.1-1953, except as modified by 5.11 of this standard.

Lesson IV

Theme: The rights of the mentally retarded.

Objectives:

- Students will be able to describe three reasons why the government is moving toward community-based systems of care for the mentally retarded.
- Students will be able to list and describe two factors interfering with the establishment of effective community-based systems of care for the mentally retarded.

Introducing the Lesson

Read the following passage to the class:

> As the fires of World War II burned out, a smoldering volcano of outraged parenthood erupted, and the mountainsides of public opinion moved.
>
> It was the emotional explosion of thousands upon thousands of frustrated and heartsick parents of retarded children across the Nation--and in England and France and Denmark and Holland and Australia and Japan...
>
> These people had heard too long the old familiar answers: "Your child is defective, put him away and forget him...." "Your child is feeble-minded, there is no place for him in the school...." "Your child is a vegetable--he will never be anything else...." "There's no room in the institution; your son will be put on the waiting list...."
>
> The rejections, the indictments, the closed doors and closed faces, the guilt, the doubt, the despair, the anger, the recrimination of husband to wife and wife to husband. There must be a better way.
>
> And here and there voices that said Yes--there are better ways... (MR 76: Mental Retardation: Past and Present. Washington, DC: The President's Committee on Mental Retardation, 1977, p. 1).

Then say, "In the last two class sessions we focused on people with physical impairments, but one of the largest groups of handicapped individuals is the mentally retarded. There are between 4 and 6 million mentally retarded persons in the United States. While many retarded persons work and care for themselves, some severely retarded people need assistance or care from government programs. Our government has a long history of involvement in the care of the mentally retarded. From the late 1800s until the 1970s much of that care was provided in large residential institutions. In the 1960s and 70s the whole concept of placing retarded individuals in institutions came under fire. We're going to examine why this happened and how it relates to the question of the rights of mentally retarded persons."

Why Shouldn't Retarded People Live in Institutions?

Distribute copies of Fact Sheet #4.1 to the students. Divide the class into small groups. Ask the groups to read the two vignettes in the fact sheet and prepare brief answers to the questions on the fact sheet. After 15-10 minutes call the class together again and compare the responses of the different groups to the questions. Use the information below to guide the discussion and conclusions.

.Institutional life led to severe deterioration in Fritz. This is often what happens when mentally retarded persons are institutionalized. Examples from testimony in a court case against a Pennsylvania State Institution follow. Similar examples are available from court testimony on many other institutions for the retarded and mentally ill.

> Terri Lee Halderman...was admitted to Pennhurst in 1966 when she was twelve years of age. During her eleven years at Pennhurst, as a result of attacks and accidents, she has lost several teeth and suffered a fractured jaw, fractured fingers, a fractured toe and numerous lacerations, cuts, scratches and bites. Prior to her admission to Pennhurst, Terri Lee could say "dadda," "mamma," "noynoy" (no), "baba" (goodby) and "nana" (grandmother). She no longer speaks....
>
> Robert Hight, born in 1965, was admitted to Pennhurst in September 1974. He was placed on a ward with forty-five other residents. His parents visited him two and one-half weeks after admission and found that he was badly bruised, his mouth was cut, he was heavily drugged and did not recognize his mother.... During this short period of time, Robert had lost skills that he had possessed prior to his admission (Burgdorf, R. L. (Ed). The Legal Rights of Handicapped Persons: Cases, Materials, and Text. Baltimore: Paul Brooks, 1980, pp. 673-674).

.Yolanda was undoubtedly only mildly retarded. It may even be that she was not mentally retarded at the time that she was placed in the institution. At age two only severe mental retardation is clearly identifiable. With the support of a relatively short occupational training program, counseling, and classes in personal adjustment, she proved capable of work and independent living. Yolanda certainly was capable of learning and profiting from an educational program. There was no justification for placing her in an institution. If her family could not or didn't want to care for her, a foster home or adoptive family might have been sought.

.The rights that were being violated by the institutionalization of these two persons include:

-The right of freedom from harm (8th and 14th amendments to the Constitution).

-The right to education and training (the equal protection clause of the 14th amendment applies to the retarded).

-The right to habilitation (education, training and care to enable the retarded the opportunity to acquire life skills and cope as effectively as their capacities permit) which infringes upon personal liberties as little as possible. (This right has been delineated in recent court decision.) This right implies that institutionalization is unconstitutional unless it is the only way or the best way to achieve habilitation.

Concluding statement: "Institutional living has been shown to have a harmful effect upon the functioning of most individuals. This is true even when obvious abuses are corrected. Many people have concluded that improving institutions is not the solution, that the answer is to do away with institutions."

Alternatives to Institutions

Discussion Guide

Teacher Statements and Questions	Notes to the Teacher
1. If institutions are not good for the mentally retarded, why were institutions built for the mentally retarded to begin with, and why were so many thousands of mentally retarded persons kept in institutions during the first 75 years of this century?	(a) Mentally retarded persons were looked at as hopeless--as uneducable, as unable to care for themselves. (b) They were also sometimes thought of as threats, as menaces. Institutionalization was seen as a way of protecting society from the retarded. (c) Since the retarded were thought of as less than human and as hopeless anyhow, no one paid attention to how institutional life would affect them.
2. How did this view of the mentally retarded as hopeless and as menaces begin to change?	(a) Parents of the retarded organized into the National Association for Retarded Children (now called The Association for Retarded Citizens) and began to attack this view of the retarded through public awareness activities. Famous people began to speak out about retarded persons in their families. Articles were written. Books were written, etc. (b) States began setting up special education classes for mentally retarded children. With their retarded children in school part of the day, more families were able to keep them in the home rather than place them in institutions. These programs also demonstrated that retarded children could learn, were not menaces, and could live in the community. (c) The federal government began to play a leadership role in the field of mental retardation. It appointed national panels which studied the treatment of the mentally retarded and recommended that institutional placement be limited. It provided money for educational and vocational training for the retarded.

3. What are the alternatives to institutionalization of the retarded? (If institutions are not the right places for mentally retarded persons, where should they live?)

(a) Many families will be able and willing to care for their mentally retarded children at home if they are given enough support, e.g., preschool programs, accepting attitudes from other people.
(b) Some retarded children are being adopted or placed with foster families.
(c) Small group homes appear to work well for many retarded adults.
(d) There may be a need for a small number of institutions for some profoundly retarded individuals, but these institutions should be completely reorganized into small care centers.
(e) Many retarded individuals, like Yolanda, can be helped to live independently.

4. What is still today the greatest obstacle to helping the mentally retarded live more normal lives?

The attitudes of the general public toward the retarded. This is reflected in the stiff opposition encountered every time the setting up of a group home in a residential neighborhood is proposed.

Read the excerpts which follow to the class:

An unoccupied house on Cedar Street, on a block of well-kept, middle-class homes, is the focus of a battle over plans to use it as a residential hostel for eight mentally retarded women.

Since early this year the village governing body and local residents have been pitted against a proposal by the Nassau County Association for the Help of the Retarded calling for a hostel. The controversy has left some people embarrassed, some frustrated, and many angry....

One woman, who conceded that the property value of her house was her prime concern, offered a further, equally candid explanation. "Our heart goes out to retarded people," she said, talking in the hallway of her attractively decorated home. "We just don't know what to expect. I guess it's ignorance, but it's a personal feeling I can't shake." (Berliner, D. C. "Freeport Plan to Turn Empty House into Home for Retarded Women Sets Neighbor Against Neighbor," New York Times, October 10, 1976, pp. 3-4BK)

5. The article I just read from is over three years old, but the same story is occurring today in different settings. Does anyone here live in a neighborhood where something like this happened? How would you feel if a group like the Association for Retarded Citizens wanted to set up a small group home on your street?

Some retarded people do look and act differently and this does sometimes frighten others. Students should be allowed to feel free to express this uneasiness. However, students should also be made aware of the facts that group homes for the retarded which are established by experienced agencies usually are well run, safe and do not lower property values.

Fact Sheet #4.1

Institutions and People

Fritz*

When Fritz was born in 1924, the physician told his parents he was "a mongoloid and a moron." They were urged to place him in an institution and forget him. His parents declined that advice.

Although he had no formal education, Fritz learned to assist his father in dismantling cars in the auto salvage business in which his parents worked. While he was sometimes obstinate, he was largely remembered by customers for his friendliness and happy ways of imitating people's actions and mannerisms.

As he grew older he walked about town independently, watching baseball games and bowling, petting dogs, buying cokes.

When he was 41, Fritz's parents were killed in an auto accident. He was placed in a 300 bed nursing home. After nine years his condition had deteriorated greatly. His lungs were scarred from many bouts with pneumonia. He had no teeth. His record stated "infantilized to the point of aggressive destructiveness, even the smearing of fecal material."

Fritz was removed from the nursing home and sent to a residence for five men where he received individualized care. After three months, episodes of destructiveness and smearing ceased and he was able to do the following:

- .Clean his own room.
- .Use coin-operated laundry equipment.
- .Prepare simple meals.
- .Wash dishes and put them away.
- .Handle bathing, grooming and toileting independently.
- .Carry out trash.
- .Deposit letters in the mailbox on the corner.
- .Print his name.
- .Make variations of change amounting to 25¢.

What was the effect of institutional living on Fritz?

What rights were being violated?

*Based on: Mental Retardation: Century of Decision. Washington, DC: The President's Committee on Mental Retardation, 1976, pp. 1-2.

Fact Sheet #4.1 (continued)

Yolanda*

> Last year Yolanda came out of the state school where she had been since she was two years old. She had stayed there for 16 years, become an institutionalized "retardate," fearful, docile, dull....

Yolanda was selected for a training program at an occupational center. At first she was bussed to the center daily from the state school. She was given counseling and personal adjustment courses in addition to job training. Her first attempt to hold a job and live in a group home failed. Her second venture into the world succeeded.

> She now has a job as a "Girl Friday" with a large corporation, where her puncture-proof good humor has made her an office favorite. Through her own initiative, she has parlayed the job from messenger to "office assistant," maintaining office supplies, and opening and closing the office each day, since she is on the job earlier and later than anyone else....
>
> She's enjoying living by herself in her own apartment...

What was wrong about Yolanda being in an institution?

What rights were violated by her placement there?

*Taken from: MR73: The Goal Is Freedom. Washington, DC: The President's Committee on Mental Retardation, 1974, p. 8.

Fact Sheet #4.2

The Change of an Image*

Below are viewpoints about mentally retarded individuals which were common in 1912, and viewpoints based on the best informed thinking of the 1970s.

	1912	1975
1.	Education of feebleminded children is of questionable benefit.	The question is not whether mentally retarded children can or should be educated. The question is how this education can best be provided.
2.	Even though a feebleminded person may learn to perform useful manual work of a routine kind, he (or she) will never be reliable, and will never be able to maintain himself economically in the community.	Studies show that mildly retarded persons who had been in special education classes tend to adjust to community life, work and marriage. They also tend to disappear into the general population as adults and lose their identification as mentally retarded.
3.	The feebleminded are prone to crime and delinquency, contributing to a large proportion of the criminal population. Since they do not distinguish right from wrong, their behavior tends to be dominated by primitive anti-social drives.	Retardation does not inherently generate anti-social behavior. Many mildly retarded individuals become entangled with the law because their retardation is one of the products of the environment of poverty and deprivation which also yields high rates of crime and delinquency.
4.	The feebleminded are devoid of personality, or their personalities are "flat" and socially insensitive.	Those who have lived and worked with retarded children and adults in positive settings find that they have interesting and highly varied personalities. "Flatness" of personality is seen often in institutional residents and in retarded persons in other situations lacking social stimulation and freedom of expression.
5.	Feebleminded persons have abnormally strong sex drives which they are unable to control.	The hypersexuality of retarded people is pure myth. Under comparable social conditions retarded individuals have, on the average, less sexual behavior than the general population.
6.	Society has a moral obligation to provide charitable protective custody for the feebleminded who cannot care for themselves or whose families are too poor to provide for them, but only to the extent of essential shelter, food and clothing.	Retarded persons are legally entitled to education, treatment and whatever other services are inherent in citizenship.

*Based on Chapter 8, "The Change of an Image," in MR76: Mental Retardation Past and Present. Washington, DC: The President's Committee on Mental Retardation, 1977, pp. 137-140.

Supplementary Activities

Readings

1. Read Fact Sheet #4.2, "The Change of an Image." This may be done as a class activity or as a homework assignment. Ask the students to identify the 1975 information and viewpoints that were new or surprising to them; and discuss 1975 viewpoints with which they disagreed.

2. Extra credit assignment

   Meyers, R. Like Normal People. New York: McGraw-Hill, 1978.

   This is a nonfiction book which tells the story of two retarded persons who developed to their fullest. It is set into the background of changing attitudes and approaches to mental retardation.

   Write a description of your feelings about the two retarded persons as you moved from the beginning to the end of the book. Did your feelings about them change? How would you react to them if they lived next door to you?

The Rights of Handicapped Individuals

Junior High School Level

For the Teacher

This mini-unit is an expansion of the study of how our government has protected the rights of its citizens throughout American history. It begins with a review of the Bill of Rights, and other constitutional amendments designed to protect the rights of minority groups such as women and blacks. It goes on to show why a special law was needed to protect the rights of the handicapped and how the federal government acted to meet this need. This mini-unit should be taught along with the study of the civil rights movement in the post World War II era.

Much of the information which you should know before beginning to teach this unit is contained in the fact sheets and "Notes to the Teacher." In preparing to teach this unit it is recommended that you read both the fact sheets and the lesson guides carefully. Additional resources particularly appropriate for teacher preparation are given in the appendix.

If the 1960s were the height of the civil rights movement for blacks, the 1970s could be called the peak of the civil rights movement for people with disabilities. Handicapped adults, and the parents of handicapped children, engaged in a vigorous struggle for the passage of legislation and regulations to protect the civil rights of the disabled. These activities resulted in revolutionary changes in public policy.

Undoubtedly the most important single piece of legislation passed for the handicapped was the Rehabilitation Act of 1973. Section 504 of this law represents the first civil rights law protecting the rights of handicapped persons and reflects a national commitment to end discrimination on the basis of handicap, and to bring handicapped persons into the mainstream of American life. The language of Section 504 is almost identical to the nondiscrimination provisions of Title VI of the Civil Rights Act of 1964.

The implications of the Rehabilitation Act are enormous. The law specifically covers employment practices; program accessibility; education from preschool through college; health, education and social services. In 1977 HEW issued the final regulations for Section 504. Implementation and enforcement of the law began immediately thereafter.

Resources for the Teacher

(1) A copy of the regulations for Section 504 of the Rehabilitation Act may be requested from your Senator or Congressman. Ask for:

Nondiscrimination on Basis of Handicap. (Dept. of HEW) Federal Register, May 4, 1977, Part IV, Vol 42, #86.

(2) Free pamphlets on the Rehabilitation Act and its various implications. (See appendix.)

Lesson I

Theme: All people have inalienable rights.

Objectives:

.Students will experience discrimination and denial of rights.

.Students will be able to describe federal legislation designed to protect the rights of citizens.

Introducing the Lesson

Before beginning this lesson the teacher should make transparencies of the fact sheets and have an overhead projector ready for use; or she/he can duplicate sufficient copies of the fact sheets for distribution to all students during the lesson.

The lesson will begin with a simulation. The teacher will create a minority faction within the class by announcing a new school rule which will deny a right to selected students. The denial of a right should be arbitrary and unreasonable but must have some credibility if it is to serve as an effective simulation. Some possible situations are:

.Keeping students who live in areas north of the school one-half hour later than the other students (so as to relieve congestion of exits at dismissal time).

.Requiring students whose last names begin with the letters A-G to eat bag lunches, while the remaining students may buy hot or cold lunches in the cafeteria or bring their own lunches (so as to speed-up cafeteria lines).

.Excluding students from gym classes if they have gymnastics, dancing, karate, or any other form of physical education instruction outside of school (because they don't really need gym).

.Requiring all left-handed pupils to change to seats at the rear of the room (because they look odd when they write).

Student reactions to this rule may include confusion, withdrawal, questioning and expressions of anger. For at least five minutes the teacher should respond dogmatically to student objections or questioning of the new rule. (If by some chance the students are too reticent to voice their objections, the teacher should ask them for their reactions to the rule.) After 5 to 10 minutes the teacher should explain to the class that the "rule" was in fact not a real rule but a demonstration of what it is like to be denied rights which are given to the majority.

Discussion Guide

Teacher Statements and Questions	Notes to the Teacher
1. Some of you had strong reactions to the rule I stated. Let's discuss these reactions. How did it make you feel to be denied a right which most of the other students had?	Students may respond with: anger or frustration at the unfairness of the rule; hurt; powerless to correct the unfairness.
2. Being unjustly denied rights that other people have can make a person feel angry, hurt, frustrated. In the past, certain groups of people have been unjustly denied rights. What groups of people were denied rights in America?	Women Blacks Other racial or religious minority groups The handicapped The aged
3. Some of the rights which certain groups of people have been denied in the past are:	
(a) Access to public transportation	(a) Blacks and the handicapped
(b) Use of public facilities such as swimming pools	(b) Blacks and other ethnic minorites
(c) Admission into public places such as restaurants	(c) Blacks and the handicapped
(d) Admission into public education programs	(d) Blacks and the handicapped
(e) The right to a job for which one is qualified	(e) Blacks, the aged, the handicapped, other racial and religious minorities
Which groups were denied each of these rights? (Repeat one right at a time and wait for a response.)	

4. If someone wanted to deprive you of any of the rights just mentioned, could they? Why not? (How are we protected against such discrimination?)	No. Because we have laws to protect people against such discrimination.
5. What legislation do we have in the United States to protect the rights of citizens? (Cue: What does the Bill of Rights do?)	The Bill of Rights. The Constitution.
6. The Bill of Rights, which we studied this year, was written specifically to guarantee citizens certain inalienable rights. What were some of these rights?	Freedom of speech, religion, press and assembly; the right to a speedy trial; the right to a trial by jury, etc.
7. Later on in the history of our country it became clear that some people were still being deprived of certain rights. Therefore other amendments were added to the United States Constitution to protect these rights. What amendments were passed for this purpose?	The thirteenth amendment abolished slavery, thus guaranteeing the right to liberty for black persons. The fourteenth amendment guaranteed all citizens equal protection of the laws, and prohibited the states from passing any laws to abridge the rights of citizens. The fifteenth amendment guaranteed the right to vote to citizens without regard to race or color. The nineteenth amendment guaranteed women the right to vote. The twenty-fourth amendment banned the poll tax in national elections thus enabling poor persons to vote. If the students are unable to provide the above information, show the transparency or distribute copies of Fact Sheet #1.1, and have the students read it.
8. In addition to the amendments to the constitution, federal laws have been passed to protect the rights of certain groups of citizens. Give me an example of such a federal law.	The Civil Rights Acts.

9. What does "civil rights" mean?	It includes political rights, economic rights and social rights.
10. What kinds of discrimination were banned by the Civil Rights Act of 1964?	Discrimination based on race in voting requirements, public education, union membership, employment, admission to interstate businesses serving the public, and admission to public facilities. If the students cannot provide the above information show the transparency or distribute copies of Fact Sheet #1.2.
11. The civil rights movement of the 1950s and 1960s, which largely addressed itself to the rights of Black Americans, paved the way for other groups to begin to fight in an organized way for equality of rights. What were some of these other groups?	American Indians Mexican Americans Women Puerto Ricans Senior citizens Disabled (handicapped) persons

Concluding statement: "One of the groups of Americans which began an organized movement for rights in the late 1960s was the handicapped, or people with disabilities and families of individuals with disabilities. In our next class session we will examine discrimination against this group and the laws designed to ban it."

Fact Sheet #1.1

Selected Constitutional Amendments Guaranteeing Civil Rights

Thirteenth Amendment (1865): Slavery Abolished--The right to liberty.

"Neither slavery nor involuntary servitude, except as a punishment for crime...shall exist within the United States..."

Fourteenth Amendment (1868): Rights of Citizens--The right to equal protection under the law.

"No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty or property without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

Fifteenth Amendment (1870): Right of Suffrage--The right to vote.

"The rights of citizens of the United States to vote shall not be denied or abridged by the United States or any state on account of race, color, or previous condition of servitude."

Nineteenth Amendment (1920): Woman's Suffrage--The right to vote.

"The rights of citizens of the United States to vote shall not be denied or abridged by the United States or any State on account of sex."

Twenty-fourth Amendment (1964): Poll Tax Banned in National Elections--The right to vote.

"The right of citizens of the United States to vote in any primary or other election for President or Vice-President, for electors for President or Vice-President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any other State by reason of failure to pay any poll tax or other tax."

Fact Sheet #1.2

The Civil Rights Act of 1964

Title VI, Sec. 601

> "No person in the U.S. shall, on the grounds of race, color, or national origin be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Kinds of discrimination specifically banned include:

- .discrimination in voting requirements
- .discrimination in public education
- .discrimination by employers, labor unions and employment agencies in hiring, firing or promotion
- .discrimination against customers by interstate businesses serving the public, such as hotels and restaurants
- .discrimination in the use of public facilities, such as parks

Lesson II

Theme: Persons with handicaps have often been denied their rights.

Objectives:

- Students will be able to define the term "handicapped" and name at least five handicapping conditions.
- Students will be able to describe rights denied to persons with handicapping conditions.

Introducing the Lesson

Before beginning the lesson the teacher should make transparencies of the fact sheets and have an overhead projector ready for use; or she/he can duplicate sufficient copies of them to distribute to all students during the lesson.

Ask the students to tell you whatever words or phrases come to their minds when they hear the word "handicapped" (free association). Have a student record the responses on the chalkboard. Then ask the students what conditions would be identified as "handicapping conditions." Have a student list these responses in another section of the chalkboard. Then show (or distribute) Fact Sheet #2.1 which includes the definition of handicapped in the Rehabilitation Act of 1973. Have the students compare their associations to the word "handicapped" with the definitions and conditions given in transparency 2.1. Have the students circle the words they gave which fit in with the definition in the law, and cross out the words which do not fit the conceptualization of handicapped in the law.

Discussion Guide

Teacher Statements and Questions	Notes to the Teacher
1. In our previous (last) class session we reviewed the rights guaranteed in our constitution to all citizens, and some of the amendments and laws that were written to protect specific groups within our population. There is one minority group we haven't focused on. This group makes up about 10% of the population. It includes males and females of all ages, races, religions and national origins. Does anyone know what group this is?	People with disabilities. Other labels used for this group include: the handicapped, the disabled, and people with handicapping conditions.
2. For a long time people with disabilities felt discriminated against, and felt that a law was needed to safeguard their rights specifically. In what ways had people with handicaps been denied their rights?	They were excluded from public schools; denied jobs for which they were qualified; deprived of the right to use public facilities because they were not accessible, etc. Don't give the above answers to students. If they can't answer the question, move on to #3.
3. There are many ways in which people with disabilities were excluded and denied their rights as citizens. We are going to study some examples of situations in which disabled people felt that their rights had not been recognized.	

Vignettes

Present Fact Sheet #2.2 on the overhead projector or distribute copies to the students. Have each vignette read aloud by a student. Ask the students: (a) What right (if any) had been violated? (b) Could this injustice have been remedied? (c) How?

Vignette A deals with the right to a free public education in the least restrictive environment appropriate. Today, federal law would protect a child like Phyllis from exclusion from a program in a public school building.

Vignette B deals with the right to admission into a higher education program for which the individual is qualified.

Vignette C deals with the right to a job for which one is qualified.

Vignette D deals with the right to public transportation.

Vignette E deals with access to facilities serving the public.

Concluding statement:

"We have examined examples of how people with disabilities were denied their rights. They too began to organize to make everyone aware of this denial of rights. In 1973 the Congress of the United States of America passed a law which guaranteed to people with handicaps many of the rights they were being denied. This law is The Rehabilitation Act of 1973. Section 504 of this law represents the first Federal civil rights law protecting handicapped persons. At our next session we will examine this law."

Supplementary Activities

Reading

Present or distribute Fact Sheet #2.3 to the class. Explain that these are some of the rights which people with disabilities consider their inalienable rights. Have a different student read each right. Then ask the rest of the students to give explanations, examples or comments on the right. (Cues: In what ways may this right have been denied? Do you agree that this should be the right of every handicapped person? How could this right be assured?)

Fact Sheet #2.1

Definition of "Handicapped Individual" *

> Any person who has a physical or mental impairment which substantially limits one or more of such person's major life activities.

Major life activities refer to breathing, seeing, hearing, speaking, walking, self-care, learning and working.

Handicapping conditions may include:

- .Deafness or hearing impairment
- .Blindness or visual impairment
- .Mental or emotional illness
- .Mental retardation
- .Specific learning disabilities
- .Orthopedic impairments such as cerebral palsy
- .Speech impairment
- .Other health impairments such as heart conditions and epilepsy
- .Drug addiction**
- .Alcoholism**

*Based on the Rehabilitation Act of 1973.
**Only if they limit one or more of life's major activities.

Fact Sheet #2.2

Were the Rights of Disabled People Violated?

A. As a young child in the 1950s Phyllis had polio. She was left with a partial paralysis of the left side of her body. When she was six her mother tried to register her at the public school in her community. The principal told her mother that Phyllis would be a hazard to herself and others in an emergency such as a fire. She was not admitted. Instead, a teacher was sent to her home twice a week to give her instruction.

Was Phyllis deprived of her rights?

B. Patrick used a wheelchair to get around because cerebral palsy made walking extremely difficult for him. After obtaining a high school diploma Patrick applied for admission to several colleges. Although he was a high achiever, he was rejected by most of them. When he asked for an explanation, college officials indicated that they could not meet the special needs of students in wheelchairs.

Was Patrick deprived of his rights?

C. *Rami Rabby was a good student. When he received his master's degree from the University of Chicago School of Business nine years ago, he graduated high in the upper half of his class. But unlike many of his classmates, including those with poorer grades, Mr. Rabby was not sought out by corporate recruiters. On the contrary, he had to endure 130 interviews over a six-month period before he was offered a job. The difficulty was that Mr. Rabby was blind...(Shabecoff, P. "On the Job, Myths Are Reality and Damaging." New York Times, May 13, 1979, 8E).*

Was Mr. Rabby deprived of his rights?

Fact Sheet #2.2 (continued)

D. *If president-elect Franklin D. Roosevelt, traveling in 1933 from Hyde Park, New York, to Washington, D.C. for his inauguration, had been forced to rely solely on ordinary transportation services, he would not have arrived. He could not have walked up the steps of a bus or train. If he had chosen to fly, he probably would have been denied passage unless he had an able-bodied companion with him. Once in Washington, he would have found not only more inaccessible buses, but also a fleet of taxi drivers reluctant to pick up a wheelchair passenger.*

Today a similarly disabled person would encounter the same obstacles on a journey to almost any city in the United States. ("Accessible Transportation: A Critical Issue," Amicus, 1976, 1(2), p. 10).

Were the rights of physically disabled persons violated?

E. Donald was a married man with multiple sclerosis. He used a wheelchair to move about. He tried to continue to participate in the social activities he had liked before he became disabled, but he found many barriers in his path. If he wanted to go to a restaurant with friends he had to make sure that the restaurant could be entered without going up or down steps. He also had to make sure that the rest room door and stall was wide enough for his wheelchair. Most restaurants didn't meet these conditions. Even when he did manage to enter, some restaurant managers or waiters told him there was no room to seat him because his wheelchair took up too much space. Donald got tired of trying, and began to decline invitations from his friends to go out.

Were Donald's rights violated?

Fact Sheet #2.3

A Declaration of Human Rights for Handicapped Persons*

THE RIGHT TO CITIZENSHIP
No person shall be denied this right by inaccessible buildings or polling places. For each person it shall be made possible to vote, and to enter freely and do business independently in public buildings such as the courts, social service and employment offices, city halls, and county buildings.

THE RIGHT TO EDUCATE ONESELF
No physically handicapped person shall be denied equal opportunity to utilize educational institutions, libraries, museums, or other means of pursuing knowledge by reason of architectural, traditional, or attitudinal barriers.

THE RIGHT TO AN OCCUPATION OR PROFESSION
No person shall be denied the right to enter any occupation or profession solely for reasons of disability, provided he or she can perform the duties of the occupation creditably.

THE RIGHT TO MAINTAIN HEALTH AND PHYSICAL WELLBEING
Medical facilities shall provide equal access to all persons regardless of physical or other disabilities; moreover, public facilities shall be made generally available, identifiable, and accessible to handicapped persons including food service, restrooms, and places to have a drink of water or to rest when tired.

THE RIGHT TO RECREATION
No persons shall be denied access by reason of physical handicap to auditoriums, theaters, sports facilities, public parks and monuments, woodlands, rivers, lakes or other recreational or entertainment facilities open to the general public.

THE RIGHT TO INDEPENDENT LIVING
Handicapped persons shall not be denied accommodations in houses, apartments, hotels, dormitories, or barracks open to other persons, and shall be free to live with other persons of their choice.

THE RIGHT TO SAFE AND INDEPENDENT TRAVEL
No citizen, government regulatory agency, or public carrier shall prevent handicapped persons from equal access to any mode of transportation. Public agencies shall do all in their power to facilitate the safe movement of physically handicapped persons.

*Based on: A Bicentennial Declaration of Human Rights for Handicapped Persons by C. M. Westie. Central Michigan University, Office of Career Development for Handicapped Persons.

Lesson III

Theme: Protecting the rights of people with handicaps.

Objectives:

- Students will be able to identify the federal law which represents a comprehensive civil rights law for the handicapped.
- Students will be able to describe the major rights guaranteed to persons with handicapping conditions in the Rehabilitation Act of 1973.

Introducing the Lesson

Prior to beginning this lesson duplicate Fact Sheet #3.3, and either make a transparency of Fact Sheet #3.1 or duplicate copies of it.

"In the last class session we talked about how the rights of persons with handicaps or disabilities were violated. In 1973 the federal government took action to protect the rights of disabled persons. Congress passed the Rehabilitation Act of 1973. One section of this law, Section 504, has been called the civil rights law for the handicapped. Let's examine what this law says."

Present or distribute copies of Fact Sheet #3.1. Have each section of the law read aloud by a different student. After each section is read, lead a discussion to clarify its meaning, as is done in the discussion guide which follows.

Discussion Guide

Teacher Statements and Questions	Notes to the Teacher
1. (Following Section 504 reading.) What does that statement mean in simple English?	It means that any program or agency getting money from the federal government cannot discriminate against persons with handicaps just because of their handicaps.
2. Does this law affect many programs or agencies?	Yes. It affects an overwhelming majority of large corporations in the U.S., for example.
3. Name some of the different kinds of programs that are affected because they receive federal funds.	Schools; colleges; manufacturers of equipment used for national defense such as airplanes, ships, weapons, uniforms; hospitals; medical schools; park departments; railroads; etc.
4. (Following the reading of "Employment Practices.") Note that the law says "qualified" handicapped person. It does not say that any handicapped person must be hired. He must be qualified to perform the major tasks involved in the job.	
5. What is meant by the term "reasonable accommodations?" What kind of reasonable accommodations might an employer have to make for handicapped workers?	In large offices or other companies some jobs can be made more specialized. Suppose that an office has five secretaries in it. Each secretary does some typing, filing and telephone answering. A deaf person applies for a job in that office. She is an excellent typist and files efficiently, but she cannot talk on the telephone. If the company turned her down for this reason, it would be guilty of violating the law. Instead, the company could share the telephone duties among the four other secretaries and give the deaf secretary extra typing or filing work. If the company only had one or two secretaries, it would not be expected to hire the deaf woman. This is one example of "reasonable accommodation."

6. (Following the reading of "Program Accessibility.") What does the word "accessible" mean?	If none of the students can give an acceptable definition of accessible, e.g., easy to approach or enter, have a student look up the definition in a dictionary.
7. Can anyone think of an example of how a disabled person might be excluded from an activity or program because it is located in an inaccessible facility?	A person in a wheelchair might not be able to go to a concert, visit a museum, or enter a government building because it has to be entered by going up steps.
8. Suppose that a building is at street level with no steps at the entrance, but it has two floors and no elevator. Does this mean that it is against the law to run a government supported program in this building?	No, but it does mean that if a handicapped person who cannot walk steps wants to participate in an activity which usually takes place on the second floor, that activity must be moved to the first floor.
9. (Following the reading of Education.) Why was it necessary for this law to include a section specifically saying that every handicapped child must be given a public education no matter how severe the handicap?	Because some children with mental retardation or emotional disturbance or physical impairment were not given education in the past.
10. What is meant by the law when it says that handicapped individuals must be placed in the regular educational environment unless it is demonstrated that this can't work?	It means that school systems should not automatically place children in special classes because they can't walk, or see, or hear well. It means that schools should try to find ways of giving handicapped students the special help they need without keeping them in special classes all the time.
11. (Following the reading of Health, Welfare and Social Services.) Let's think of an example of how deaf persons might be deprived of services because the services are provided in a manner that limits their participation.	Example: Several deaf persons go to a conference sponsored by a program with funds from the federal government. Most of the conference is made up of lectures where the speakers stand on a stage and speak into a microphone. The deaf persons cannot hear the speakers of course, and they cannot read the speakers' lips well enough to understand what is being said. This is a violation of the law.

12. What could the planners of the conference have done about this situation?	They could have provided an interpreter who would translate the speakers' ideas into sign language as the lecture was going on.
13. Can anyone think of other situations where the law might require that an interpreter be provided to a deaf person?	If a deaf person whose main means of communicating was sign language were tried for a crime, a sign language interpreter would have to be provided. This might mean the difference between freedom or prison for a deaf person.

Accessibility Survey

Hold up the Fact Sheet #3.2,* the international symbol of access, as you walk around the room to make sure that each student can see it. Ask the students if they have ever seen it before or know what it is. (Cue: What do you think it might represent or be used for?)

Then say: "This is the international symbol of access. It is used all over the world to mean that a facility is accessible to handicapped people. When you see this symbol on the outside of a restaurant or theatre or hospital or school, it means there are no architectural barriers which will keep people in wheelchairs, as well as other handicapped people, from entering and using the facilities. Could we display this symbol on the outside of our school building?"

Allow the students to respond to this question, giving reasons for the answers they give. Then distribute Fact Sheet #3.3 on barrier-free design. Tell the students to study it carefully because they will be doing an accessibility review of their school during the next class meeting. In the meantime, ask the students to look for the international symbol of access in public places. Ask them to report back at the start of the next session on whether they saw the symbol displayed, and if so, where.

*Copies may be obtained from:

The President's Committee on
Employment of the Handicapped
1111 20th Street, N.W.
Washington, DC 20210

Supplementary Activities

Vocabulary Review

Write a definition of each of the terms below.

(1) reasonable accommodation

(2) accessible

(3) architectural barriers

(4) international symbol of access

Film

ACCESS AMERICA
Color, 14 minutes, 1976
A film about an accessible environment for all people.

Available for free loan from:

The National Audio-Visual Center
General Services Administration (Request film # 008625-0000)
Washington, DC 20409

The President's Committee on Employment of the Handicapped
1111 20th Street, N.W.
Washington, DC 20210

Architectural & Transportation Compliance Board
330 "C" Street, S.W., Room 1010
Washington, DC 20201

Fact Sheet #3.1

Excerpts from The Rehabilitation Act of 1973: A Mandate to End Discrimination on the Basis of Handicap

Section 504

> No otherwise qualified handicapped indiviual ...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Employment Practices:

> No qualified handicapped person shall, on the basis of handicap, be subjected to discrimination in employment...
> [This includes the recruitment, hiring and promotion of job applicants and employees.]
>
> A recipient (of federal financial assistance) shall make reasonable accommodations to the known physical or mental limitations of an otherwise qualified handicapped applicant or employee...

Program Accessibility:

> No qualified handicapped person shall, because a recipient's facilities are inaccessible to or unusable by handicapped persons, be denied the benefits of or be excluded from participation in...any program or activity...
>
> A recipient shall operate each program or activity ...so that the program or activity...is readily accessible to handicapped persons...

Fact Sheet #3.1 (continued)

Education (preschool, elementary and secondary):

A recipient that operates a public elementary or secondary education program shall provide a free appropriate public education to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature or severity of the person's handicap.

A recipient shall place a handicapped person in the regular educational environment operated by the recipient unless it is demonstrated... that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily.

Health, Welfare and Social Services:

In providing health, welfare, or other social services or benefits, a recipient may not, on the basis of handicap: Deny a qualified handicapped person these benefits or services; ...provide benefits or services in a manner that limits...the participation of qualified handicapped persons...

Fact Sheet #3.2

Fact Sheet #3.3

Accessibility Checklist

	YES	NO
1. Is it possible for a person in a wheelchair to enter the building? (Is there a ramp if the building is not level with the street?)		
2. Is it possible for a person in a wheelchair to pass through all doorways inside the building, including restroom doorways? (Doorways must be a minimum of 32" wide to allow for wheelchair entry.)		
3. Is it possible for a person in a wheelchair to get to all floors in the building? (Is there an elevator going to all floors?)		
4. Is there at least one toilet stall in each restroom which is wide enough to allow wheelchair entry? (Toilet stalls should be at least 41" wide.)		
5. Is there a public telephone which is usable by persons in wheelchairs? (No more than 4' from floor to telephone coin slot.)		
6. Are there drinking fountains which a person in a wheelchair could use? (No more than 30" high.)		
7. Do the approaches to entrances, exits and dangerous areas have different floor texturing? (As a warning signal for blind persons.)		
8. If the elevator is a self-service elevator, does it have raised numbers on the floor buttons? (So that blind persons can feel the numbers.)		
9. Does the building have a series of visual signals for emergencies such as fires? (So that a deaf individual who could not hear the fire bells would see a flashing light signal meaning emergency.)		
10. Are room numbers, and labels on restroom doors, in raised or indented lettering (or in braille)? (So that blind persons can feel the numbers or letters.)		

Lesson IV

Theme: Examining the environment for barriers to persons with handicaps.

Objectives:

.Students will be able to describe barriers in the environment to people with handicapping conditions.

.Students will be able to describe modifications which would remove these barriers.

Introducing the Lesson

Prior to beginning this lesson the teacher should duplicate copies of Fact Sheet #4.1 for each student.

Begin by asking the students whether they were able to find the international symbol of access displayed on the outside of any facilities. Ask them to describe the facilities where the symbol was displayed. If they did not see the symbol displayed anywhere or only saw it displayed in one or two places, ask the students what this means to physically disabled persons (how it affects their everyday lives).

School Accessibility Survey

Ask the students to take out their accessibility checklists. Go over each question with the class. Some questions can probably be answered without any "research," e.g., whether the school has an elevator; whether there is a ramp entrance or street level entrance; whether the numbers on classroom doors are raised (or indented); whether the numbers on elevator floor buttons are raised. Other questions will need to be answered by measuring, checking out or asking questions of building personnel. Plan with the students the exact method for answering these questions, e.g., measuring the width of a restroom door; measuring the height of a water fountain or sitting in a wheelchair* and trying to take a drink; checking

*Some schools may have a wheelchair for emergency use in the medical office. If so, borrow it for use in the accessibility survey.

entrances and exits to see if the floor texturing in front of them is different; asking the school custodian or principal whether there are visual signals for emergencies. Decide on whether all activities will be implemented by the entire class, or whether the class will be split up into groups,with each group pursuing one activity. You may want to borrow one or two wheelchairs for students to sit in and use during the accessibility survey. The testing of facilities by a student in a wheelchair before actual measurements are made will increase the impact of the findings. Wheelchairs can sometimes be obtained from the school medical office or rented very inexpensively from a neighborhood drug store.

When the survey activities have been completed, discuss with the class what they have learned about their school building. Have them rate their school as a barrier-free facility, e.g., very good, fair, poor, very poor.

Small Group Exploration of "Reasonable Accommodations"

Fact Sheet #4.1 is a "test" on the meaning of the concept "reasonable accommodation." Divide the class into small groups. Ask each group to answer the questions on the test together. Both information and values will come into play as the students try to decide upon the answers. Allow the students 10-15 minutes to answer the questions. Then bring the groups together. Have all the different groups report their answers to each question. If there is disagreement between groups on the answer to any question, ask each group to give their reasons for selecting the answer they did. Then identify the correct answer and rationale.

The answers and rationales are as follows:

(1) b - The point is to enable handicapped persons to get a drink of water. This is adequately accomplished by providing cups which they can get.

(2) a - Carrying a physically disabled person to a program or activity which is not otherwise accessible is not an acceptable way of providing program access (except under very special, temporary conditions, such as the remodeling of a building to make it accessible).

(3) a or b - Either alternative is acceptable. Whichever one would prove more economical and less disruptive would be reasonable. Since a computer center must usually be located in an air-conditioned room with more electrical power than is standard, widening the doorway would usually be the more reasonable accommodation.

(4) a - Expecting the blind employee to make his own arrangements for major work tasks is not in line with the concept of reasonable accommodation.

(5) b - Since talking on the telephone is a very minor part of the person's work responsibility, it cannot be used as a basis for demoting him to a lower-paying job. The accommodation described in (b) is not an unreasonable one to expect an employer to make.

Supplementary Activities

Composition

1. Imagine yourself a person with a specific type of handicapping condition. Describe your disability. Then describe a typical day in your life, showing all the problems you may encounter because our environment (including other people) is not geared toward accepting and meeting the needs of people with handicaps.

2. Describe how you feel about the rights of handicapped persons now. Do you feel that the federal government has gone too far in protecting the rights of the handicapped, or that it hasn't gone far enough? What changes would you like to see made in our society in regard to handicapped people? Do you think this unit has influenced the way you will think about handicapped people from now on?

Fact Sheet #4.1

Reasonable Accommodations

Which alternatives are "reasonable accommodations" to the special needs of handicapped individuals acceptable under federal law.

(1) (a) All water fountains in a building must be lowered so that people in wheelchairs can use them.

or

(b) A paper cup dispenser can be mounted near the fountain at a height reachable from a wheelchair.

(2) (a) A company recreation room which is on the second floor of a building without an elevator is relocated in a room on the first floor.

or

(b) A person in a wheelchair who wants to use the recreation room is carried up to the second floor.

(3) A huge computer center is located in a room with a narrow doorway, making entry for employees in wheelchairs very difficult.

(a) The computer center must be moved to another room.

or

(b) The doorway can be widened.

(4) A blind employee is directed by his work supervisor to analyze a long technical report.

(a) The company must provide someone to read the report to the blind employee, or it must have the report printed in braille.

or

(b) The employee must find someone to read the report to him.

(5) An employee is seriously hearing impaired. Occasionally this employee must speak to a client on the telephone. While he can speak clearly, and can read lips well, the employee cannot hear what the person at the other end of the telephone is saying.

(a) The company may transfer the deaf person to another, lower-paying position, in which he will not have to use the telephone.

or

(b) The company must provide someone, such as a secretary, to listen in on an extension phone and repeat the other person's statements while the deaf employee reads the lips.

Appendix

Resources on Barriers*

1. Architectural and Transportation Barriers Compliance Board
   Room 1014 , HEW, Switzer Building, 330 C Street, S.W.
   Washington, DC 20201

   (single copies free)

   Resource Guide: Architectural Barriers Removal, 1979

   About Barriers, 1978

   Access America: The Architectural Barriers Act and You

   Access to Recreation, 1977

   Access Travel: A Guide to Accessibility of Airport Terminals

   Architectural Accessibility for the Disabled of College Campus, 1976

   Curb Cuts for the Handicapped, 1976

   Freedom of Choice: Report to the President and Congress on Housing Needs of Handicapped Individuals, 1976

   Resource Guide to Literature on Barrier Free Environments, 1977

2. Department of Social and Health Services
   407 Capitol Center Building, Olympia, WA 98504

   (single copies free)

   The International Symbol of Access

   Job-ready

   Mobility Barriers

   Mobility Barriers Fact Sheet

3. General Services Administration, Public Buildings Service,
   7th & D Streets, S. W., Washington, DC 20410

   Day on Wheels, 1975 ($1.50)

   Design Criteria: New Public Buildings Accessibility, 1977 ($2.60)

*Prices quoted are as of 1979.

4. Library of Congress, National Library Service for the Blind and Physically Handicapped, Taylor Street Annex, 1291 Taylor Street, Washington, DC 20542

(single copies free)

Architectural Barriers: Bibliography, 1976

5. Mainstream, Inc.,
1200 15th Street, N. W., Washington, DC 20005

(single copies free)

Federal Contractor's Guide to Accessibility

In the Mainstream. (bimonthly newsletter)

(must send postage)

6. National Center for a Barrier Free Environment,
Suite 1006, 1140 Connecticut Avenue, N.W., Washington, DC 20036

(single copies free)

Barrier of Deafness, 1977

Guilty Buildings, 1976

Handicapped Persons' Rights Under Federal Law, 1978

REPORT (sample copy of bimonthly newsletter)

Selected List of Resources for Barrier Free Design, 1978

7. National Easter Seal Society
2023 West Ogden Avenue, Chicago, IL 60612

(single copies free)*

Architectural Barriers

Checklist of Recent Publications Relating to Architectural Planning for the Physically Handicapped and Films and Film Strips on Architectural Barriers

Eliminating the Handicap, 1976

List of Current Materials on Barrier Free Design

Mobile Homes--Alternative Housing for the Handicapped, 1976

People are asking about...Displaying the Symbol of Access, 1974

(for purchase)

Accessibility as a Matter of Course for Every Remodeling Project, 1977 ($0.15)

Housing and Transportation: Twin Barriers to Independence, 1976 ($0.15)

Transportation and Disability: An Overview of Problems and Prospects, 1978 ($0.25)

8. Paralyzed Veterans of America
4330 East-West Highway, Suite 300, Washington, DC 20015

Home in a Wheelchair. ($2.50)

Wheelchair Bathrooms. ($1.00)

Wheelchair in the Kitchen. ($2.50)

9. President's Committee on Employment of the Handicapped
1111 20th Street, N. W., Washington, DC 20210

(single copies free)

Barrier Free Architecture: Yesterday's Special Design Becomes Tomorrow's Standard, 1975

*BUT must prepay for postage and handling:

1 - 5 items	$0.25
6 -10 items	0.50
11 or more	0.75

First Ponder, Then Dare, 1976

Getting Through College with a Disability: A Summary of Services Available on 500 Campuses for Students with Handicapped Conditions, 1977

Handbook on the Legal Rights of Handicapped People, 1976

Highway Rest Areas for Handicapped Travelers, 1975

How to Accommodate Workers in Wheelchairs, 1976

List of Guidebooks for Handicapped Travelers, 1975

Making Colleges and Universities Accessible to Handicapped Students

10. Public Affairs Pamphlets
381 Park Avenue South, New York, NY 10016

(for purchase)

Independent Living: New Goal for Disabled Persons, 1976 ($0.50)

11. Rehabilitation International
20 West 40th Street, New York, NY 10018

(single copies free)

International Directory of Access Guides

12. Superintendent of Documents
U.S. Government Printing Office, Washington, DC 20402

(for purchase)

Barrier Free Site Design, 1976 ($4.00)

Mobile Homes--Alternative Housing for the Handicapped, 1976 ($1.80)

Study and Evaluation of Integrating the Handicapped in HUD Housing, 1977 ($4.50)

Access National Parks. ($3.50)

13. United Cerebral Palsy Associations, Inc. Youth Activities Department, 66 East 34th Street, New York, NY 10016

Curb Ramp Kit, 1976 ($2.00)

Resources on Architectural Barriers, 1977 (singles copies free)

14. U. S. Department of Transportation
Federal Aviation Administration, Washington, DC 20591

(single copies free)

Access Travel: A Guide to Accessibility of Airport Terminals, 1977

Resources on Employment

(1) Mainstream, Inc.
1200 15th Street, N.W., Washington,DC 20005

(single copies free)

There Oughta Be a Law...There is: Accessibility requirements

There Oughta Be a Law...There is: Job accommodations

There Oughta Be a Law...There is: Complaint process

There Oughta Be a Law...There is: Hidden handicaps

(2) The President's Committee on Employment of the Handicapped
1111 20th Street, N.W., Washington, DC 20210

(single copies free)

The ABC's of Hiring People with Disabilities

Look Who's Minding the Store: Supervising disabled employees

Help Wanted ????

Your New Blind Secretary

So You've Hired Someone With A Hearing Impairment

Affirmative Action For Disabled People: A Pocket Guide

(3) Public Affairs Committee
381 Park Avenue South, New York, NY 10016

Koestler, F. A. Jobs for Handicapped Persons: A New Era in Civil Rights, 1978. (Public Affairs Pamphlet #554) 50¢

(4) American Mutual Insurance Alliance
20 North Wacker Drive, Chicago, IL 60606

"Hiring the Handicapped: Facts & Myths" (single copies free)

(5) Regional Rehabilitation Research Institute of Attitudinal, Legal and Leisure Barriers Publications
1828 L Street, N.W., Suite 704
Washington, DC 20036

Handbook of Employment Rights of the Handicapped: Sections 503 and 504 of the Rehabilitation Act of 1973. ($3.00)

Resources on Rights and Treatment of Mentally Retarded Persons

(1) Superintendent of Documents
U. S. Government Printing Office, Washington, DC 20402

Changing Patterns in Residential Services for the Mentally Retarded, Revised Edition. 1976 (377 pages)
Stock No. 040-000-00365-7 $4.45

Mental Retardation: Past and Present. 1977 (276 pages)
Stock No. 040-000-00385-1 $3.50

Mental Retardation: Century of Decision. 1976 (146 pages)
Stock No. 040-000-00343-6 $3.15

(2) President's Committee on Mental Retardation
U. S. Department of HEW, Washington, DC 20201

(single copies free)

MR 73: The Goal Is Freedom. DHEW Publication No. (OHDS) 79-21001

MR 78: The Leading Edge-Service Programs That Work.
DHEW Publication No. (OHDS) 79-21018

The Problem of Mental Retardation. DHEW Publication
No. (OHDS) 79-21021